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SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." **SCHOOL LIFE** serves toward carrying out these purposes. Its printing is approved by the Director of the Budget.

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SCHOOL LIFE

Official Journal of the U. S. Office of Education

Volume XXVI

MARCH 1941

Number 6

Education and Spiritual Preparedness

by John W. Studebaker, U. S. Commissioner of Education

★★★ We stand today at one of the great decisive points of human history. The formidable forces in conflict move toward a crisis which we are told may come within the next few months. The sympathies of the American people are overwhelmingly with those freedom-loving nations which are fighting for their very lives against a well organized and ruthless foe. We are in the midst of an urgent national effort not "to come too late with too little." We are marshaling our manpower, machines, and matériel in a stupendous program of all-out preparedness.

But what of that intangible, yet indispensable, element in our program of preparedness variously called national unity, morale, or spiritual preparedness? Are we today morally armed for the defense of democracy? Do we have such an understanding of the issues at stake, and such a firm commitment to the preservation of the fundamentals of our American way of life as are absolutely essential to wholehearted, unified national effort? If not, can we achieve such moral rearmament or spiritual preparedness in a brief period of weeks or months? What is the responsibility of education for the spiritual preparedness of the Nation?

A Word of Warning

Before discussing these questions I want first to utter a general word of warning. Let us frankly recognize that the drive for national unity which is apparent in many newspapers, radio

programs, and public addresses, is not without its perils.

In the feverish effort to achieve a sudden national unity we would do well to recall that one of the priceless traditions of American life is that of cultural diversity within the limits of one common loyalty to the Nation and to mankind. I have no inclination to think lightly of the difficulties of resolving the conflict between a desire for strong national unity on the one hand and our democratic traditions of intellectual and spiritual freedom on the other. I realize that there is a very true sense in which the essence of democracy is the creative conflict of differing individuals and groups; a conflict which is periodically and partially resolved by the political method of counting heads and determining policies upon the basis of the result. This organized effort to achieve the greatest good for the greatest number works by the method of free discussion. The democratic integration of differences is to be seen in embryo in the debating society and in the large in that national forum, the Congress of elected Representatives of the people. The question of considerable present concern, therefore, is this: Beyond what point does the effort to achieve national unity in the interests of national morale in this emergency degenerate into that ugly, vicious, and suppressing thing known as totalitarianism?

The kind of national unity which is achieved in Nazi Germany is fundamentally opposed to human and spiriti-

ual values as we understand them. In the name of that national unity the most inhuman crimes have been and are today being committed—mass murder, starvation, organized burglary, and the utter disregard of human dignity and human personality. From that sort of national unity, many liberty-loving spirits have escaped as from the unity of a penitentiary.

What we need in America today is a sure and steadfast guard by the schools and churches lest the indispensable values of our American way of life—embodied in our Bill of Rights and our Constitution—be permitted to suffer a black-out in the interest of a narrowly conceived demand for national unity. There must be no toleration of the efforts of some self-serving individuals under the guise of improving national morale to institute a new inquisition whose watchword is "Defense." We cannot defend democracy by discarding it in favor of an imposed uniformity.

On Human Welfare Front

We must remember that in the interest both of a valid religious freedom and of a genuine Americanism the real defense of democracy is the individual citizen devoted to his God and to humanity. Democracy must build armaments. Yes! But democracy must also build for greater human welfare in the Nation and the world. The foes of democracy are found not alone among the advocates of alien ideologies; they are to be seen also in disease, hunger, unemployment; the gouging of the

poor and the weak by the rich and the powerful; lack of educational opportunity; the crucifixion of the Negro and the Jew upon a cross of intolerance; the despoliation of national resources; bad housing; a too-limited distribution of the national income—all these are foes of democracy. There must be no end to the effort to achieve a greater national unity on the front of human welfare, as well as on the front of physical preparedness to meet armed aggression. The religious duty of patriotism, and the patriotic duty of religion—is to keep alive and in the forefront of public attention the humanitarian goals inseparable from true democracy.

A recent report, by Harold Laski, of a gathering of social workers in London, contained this significant statement: "The attitude of almost everyone there was extraordinarily moving in its understanding of two things. The first was the immense importance that they attached to civil and religious freedom; the second was their emphasis that neither of these could be attained without economic security and increasing the standard of life for the masses. It would be inaccurate to say that there was agreement about the ways and means . . . But I wish I could convey in words the intensity of the general conviction that this important body of social workers displayed that the vital business of this generation is to retake the ethical foundations of our civilization and their sense that the task is primarily one of remaking economic foundations. 'We all agree,' said the chairman, a distinguished nonconformist clergyman, 'that the key to international peace is social justice.'"

Having uttered this general word of warning let us now turn more directly to the question: What are the responsibilities of education for the spiritual preparedness of the Nation? In seeking to answer this question I shall pose two other questions: First, what is the relation of education to the underlying spiritual foundations upon which our western democratic culture has been built? Second, what is the role of education in strengthening these spiritual foundations **NOW!**

First then, consider the relation of education to the underlying spiritual

foundations upon which our western democratic culture has been built. Recently I had the privilege of presiding at a meeting addressed by Dr. Thomas Mann, that great exponent of human liberty. Referring to the present conflict between dictatorship and democracy Dr. Mann stated the issue to be one "between the men who believe in beastliness and high explosive bombs and the men who believe in the spiritual rights of human beings." We all agree with Dr. Mann that this belief in the spiritual rights of human beings is at the heart of democracy. For democracy is essentially a moral and spiritual adventure. Democracy affirms that the greatness of a nation is to be measured by the ideals, aspirations, and the personal spiritual resources of its citizens. It is based primarily upon our belief in the Fatherhood of God and the Brotherhood of Man; a belief reflected in all institutional efforts to enhance the dignity and worth of each human being.

The institution of political self-government is an important aspect of democracy. Yet the success of political self-government rests back upon the development of the personal spiritual resources of the citizen. Every attempt to secure the public good by popular means leads to the conclusion that the happiness, well-being, and liberty of a people must in the last analysis wait upon the wills and the minds of men. Democracy depends, therefore, in a very direct sense upon education of men and women in the power of self-direction toward broad social ideals. It demands the development of social wisdom and the power of choosing constantly the highest good things of life. Without the development of personal and social idealism, freedom becomes license to undertake a selfish scramble for personal aggrandizement; and organized society reverts to that jungle law of tooth and claw which is the social philosophy of modern dictatorships.

In the development of personal and social idealism, education in America has long been the staunch ally of the home and the church. In making that statement I am not unconscious of the criticisms which have been directed at the public schools in our modern secular society. Some thoughtful critics of

that society affirm that the acids of modernity have eaten away the essential sanctions of human conduct. They hold that our modern confusions and what they allege to be our lack of conviction are essentially due to our abandonment of the canons of absolute truth, or absolute right, or absolute justice. We are obsessed, they say, by a relativistic positivism which results in the easy acceptance of such misleading aphorisms as: "That is right which works; God is on the side of the largest battalions; nothing is good or bad but thinking makes it so." This philosophy leads, moreover, to the acceptance of the mechanistic assumptions in modern science; to economic determinism; to the denial of Divine purpose in human life; in short, to the spiritual strangulation of entire peoples by an increasing secularization of life.

That an increasing secularization of life has paralleled the growth of democracy cannot be denied; nor can it be denied that one important aspect of this increasing secularization of life has been the development of secular education. But it seems to me the critics claim too much from the parallelism of these phenomena. For it is exactly in those democratic societies in which the secularization of life and of education has proceeded most rapidly that we find the development to the highest degree in actual practice of the fundamentally religious ideal of service to our brother man; the most successful attempts to make operative in human life the supreme ethic of the Golden Rule; and the greatest concern for the conservation of the humanistic values of a democratic culture by organized education and organized religion. To the indoctrination, by the secular schools, of all youth in those broad and basic ideals of human liberty and dignity and of social betterment, organized religion adds the sanction of Divine authority. In our democracy the functions of the home and of the church have not been nor can they be absorbed by the public schools. The secularization of education is secularization only in the sense that public schools cannot preach sectarian dogma. But insofar as religion

(Concluded on page 166)

Information Exchange—A New Service

★★★ *How can I find out just what other schools are doing and how they are doing it?* That is a familiar question among educators everywhere. The need for an answer has been greatly increased in the present emergency.

A Clearing House

The U. S. Office of Education is endeavoring to meet this important need by the organization of its Information Exchange on Education and National Defense. This new clearing house is already in operation. Materials are being received in the exchange from educational and civic organizations, administrators, teachers, and laymen. Materials will be loaned upon request to officials of universities and colleges, departments of education, schools, civic organizations, and other interested groups as well as individuals.

New ideas and desirable practices in one community may thus be made known and encouraged in other communities. New courses and new plans of service with students and communities will be exchanged from school to school, from locality to locality throughout the country.

Initial Staff

Commissioner of Education John W. Studebaker has appointed the Assistant Commissioner, Bess Goodykoontz, to be in general charge of the Information Exchange, with W. D. Boutwell and Gordon Studebaker facilitating its operation. The personnel and resources of the U. S. Office of Education are being utilized in the new development. The initial professional staff includes three specialists in three

major fields, as follows: Julia L. Hahn, elementary education; O. I. Frederick, secondary education; and E. E. Lindsay, higher education.

The Information Exchange will prepare selected materials for circulation on a loan basis in the form of originals, reproductions, digests, bibliographies, etc. An annotated catalog describing the various kits, books, or folders available through the exchange will be widely distributed, and will be added to as rapidly as the materials grow. No fees are charged for any of the services.

The exchange will thus bring to those it serves the detailed information of "just what other schools are doing and how they are doing it." It will make available copies of plans, regulations, organization, courses of study, and related first-hand materials from the schools and organizations originating them.

What Can You Do To Help?

You can do three things *now* that will facilitate this new service:

1. Tell us what kinds of help you would like to have from the exchange.
2. Tell us what developments in your work you consider important at any time, but unusually important in connection with national defense.
3. Send pertinent materials at once to the exchange. We are especially interested in materials prepared during the last year or given new emphasis recently in connection with the defense program.

These materials might include:

Organizational plans such as: Local, regional, or institutional programs for cooperative defense activities; committee set-ups; study groups; activities

directed to protecting vital educational developments which might be threatened in times of economic pressure.

School and community programs for cooperative study, adult education activities and wider utilization of school plants and the like.

Curricular and classroom procedures found most effective in building good citizenship, tolerance, appreciation, and understanding.

Visual aids, movies, radio programs, etc., or descriptions of their use. (Please send glossy prints of photographs. Attach a descriptive paragraph to each.)

Address any inquiries or communications regarding this service to the Information Exchange, U. S. Office of Education, Federal Security Agency, Washington, D. C.

An Announcement of interest to Educators

Bulletin 1939, No. 9

RESIDENTIAL SCHOOLS FOR HANDICAPPED CHILDREN

is available

A large number of the 450 residential schools in the United States have shared in furnishing descriptive material for the study reported in this bulletin. From printed reports, typed manuscripts, letters, and photographs sent by schools in response to the request of the U. S. Office of Education, the data were accumulated which constitute the source material of the major part of this study. Educators of exceptional children should find it particularly helpful. Illustrated. Price, 15 cents.

Send your order, with remittance, to

**SUPERINTENDENT OF DOCUMENTS
U. S. Government Printing Office
WASHINGTON, D. C.**

New materials that have become available will be announced from time to time in SCHOOL LIFE, so that readers may keep currently informed of new loans they may obtain from the Exchange



Children report their experiment with diets for white rats.

Second Article in Nutrition Series

Nutrition—A Part of the Elementary School Program

by Helen K. Mackintosh, Senior Specialist in Elementary Education

What is the relation of nutrition to the total health program?

★★★ Nutrition is one aspect of the total health picture which includes sleep, rest, exercise, proper clothing, ventilation, lighting, provisions for keeping clean, and for keeping warm or cool as the case may be, as other elements. All these factors play an interrelated part in maintaining the child at his physical, emotional, and mental best.

From the time a child gets up in the morning until he goes to bed at night, he is meeting situations which influence his health. Even during his sleeping hours, his parents continue responsibility for health in all its aspects to the extent that their training, experience, interest, and finances permit.

The school program concerns itself with all these aspects of healthy living in terms of the school day. A child

spends from 5½ to 6 hours a day, 5 days a week, for an average of 34 weeks out of the year, in school. Such figures show that although the schools can create interest and can give some knowledge and practice in habits that contribute to health, they must rely largely on the home for emphasis on nutrition and other aspects of healthy living.

What Are the Present Trends in Nutrition Teaching?

Although the application of principles of nutrition should start at birth, teaching of nutrition facts and principles begins in the elementary school. To defer nutrition teaching until junior or senior high school years is like trying to build the second story of a house before the foundation is in. There are two well-defined points of view with regard to nutrition teaching in the primary and intermediate grades. Teach-

ers who have become interested in making nutrition a part of school experiences, want to use it in relation to various school activities. Some nutritionists on the contrary believe that experiences at the primary level may be informal, but that beginning with the intermediate grades work should be definitely organized in the form of separate units.

How Can Nutrition Problems of the Classroom Be Attacked?

Extreme cases of malnutrition may sometimes be noted by a teacher but there are no simple tests for this condition. We can only take it for granted that a considerable proportion of a group of children will be short on one or more essentials and do our best to establish good food habits for all. To secure such practices we may need to influence the customs in the home, but such changes are often brought about through the knowledge and the desires which the child acquires in school. The effects of the lack of food essentials can easily be demonstrated by animal experimentation in the classroom.

At the same time that she is attempting to detect extreme cases of malnutrition the teacher is using specific teaching situations to make children food conscious by developing favorable attitudes toward fruits, vegetables, milk, and dairy products as a necessary part of every day's meals; to develop a knowledge of food values; to give practice in preparing and eating foods in attractive surroundings; and to make children aware of the need for eating at the right time and in the proper amounts. A specific illustration can show how some of these aims can be accomplished in relation to social studies.

If a group of fifth-grade children are studying the problem, "How do people in the United States earn a living?" they will find that the production, manufacture, and transportation of foodstuffs is one of the gigantic industries of the country. They will have experiences in planning, selecting, buying, preparing, serving, and eating various types of foods, in relation to their unit of study. They may tie up science with their work by means of

food experiments in which white rats are fed and changes in weight, color of eyes, condition of skin, and behavior of the animals are checked daily. These well- and ill-fed rats serve as an objective starting point of interest and a daily reminder. However, the lesson must somehow be put over that the child, also, is an animal, which reacts in the same way to faulty feeding, and that if he wishes to look his best and enjoy his work and play to the full, he will have to imitate the sleek, lively rat in eating what seems to be best for him.

A survey may be made to determine what kinds of breakfasts are eaten by class members over a period of a week's time. Names would not be attached to replies, but a chart would be built up to show numbers and varieties of foods used in any given meal. As a result discussion can be used to show not only what foods constitute a good breakfast for a school child, a busy mother, or a father who works with his hands, but what nutrition elements these foods contain. Food patterns need to be modified and supplemented rather than remade entirely.

Parents may be invited to attend a summary of the study unit and certain foods may be served as samples to show what children have discovered about ways to prepare raw vegetables or new ways of preparing and serving common foods. Recipe books made by children may go home with parents, or may be used as Mother's Day or Christmas gifts. Ways of making nutrition teaching a part of every day's work are many and varied, but it takes a resourceful teacher to recognize the possibilities, and to fit them to the grade level of the children concerned.

What Does the School Lunch Contribute to the Nutrition Program?

For the school as a whole, provisions for noon lunch are important, and call for a policy that is understood and sponsored by all. In one sense of the word, the rural school represents the ideal situation for making the school lunch an educational experience. Good nutrition teaching will not wipe the slate clean of all previous food habits, but will build on those already in use, and

will attempt to modify habits where change seems necessary and desirable. One hot dish may be planned, prepared, and enjoyed by the rural school group without too much time being required, and will be considered as something which contributes to the social well being of the group.

A school situation in which there is no cafeteria, and yet a considerable number of children must bring a lunch calls for several types of adjustments. Children may be encouraged to bring a thermos bottle of hot soup or cocoa, or milk. A parent-teacher association group may take the responsibility of serving one hot dish prepared by a mother whose child is in the group, and who makes the preparation once every month or every two months. A group of children studying foods may prepare one hot dish a week to supplement these other suggested types of arrangements. The nutrition program is not accomplished by the preparation or provision of food for the school lunch, but calls for an understanding of nutritional values of various foods served, through group discussion.

In schools which have a cafeteria, the problem of the school lunch is a more complex teaching and learning situation. It may or may not be desirable to have the teacher and her classroom group eat together. Or classroom discussions may make children responsible as individuals both for courtesy and for wise food choices. In some schools the noon menu is available in the classrooms each morning, or on Monday for the whole week. It may then be discussed and evaluated by standards which children and teacher have developed together. A wide variety of plans may be developed by teachers and children working together cooperatively. The crux of the matter lies in the fact that the cafeteria will not be considered as something separate and apart, and of no concern to the classroom.

How Can a School Initiate a Nutrition Program?

Genuine interest in a problem can carry teachers a long way toward its solution, but the time comes when ex-

pert help and advice are needed. Nutrition can be considered as a school supervisory problem in situations where a county nutritionist is employed whose job it is not only to see that the nutrition aspect of food is stressed, but that teachers are given assistance and direction in their thinking about what children do to food, and what food does to them. In one situation described in a recent article, health was the topic used as a basis for teacher discussion groups throughout a county. The type of guidance given from the standpoint of nutrition was that of helping teachers to recognize nutrition possibilities in selecting areas of experience to be organized as units of work.

What Represents Successful Practice in School Nutrition Work?

In New Rochelle, N. Y., nutrition teaching has been recognized as being of equal value with any other area of experience in the elementary school. Members of the home economics staff have been designated as consultants to elementary schools and give about 1 hour a day to this service. Teachers arrange for consultation by appointment, or by signing up on a sheet provided for that purpose. Such meetings supplement an annual conference with the entire teaching staff of each school. Organization for nutrition education is encouraged by having set up in each school a working committee consisting of an interested classroom teacher, a nurse, the physical education teacher, the home economics consultant, and one or two parents. Such a committee attempts to coordinate the work of school and home through discussions, demonstrations, distribution of mimeographed materials, and work on the problem of the hot noon lunch. When one person in a school community such as the home economics consultant feels the responsibility for a nutrition program she can help to strengthen "weak spots" in the home and social living programs of the whole school; can help teachers to see values and sequences throughout the grades; and can help to interpret these values to teachers, children, and parents.

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Education and Spiritual Preparedness

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is inextricably intertwined with the daily affairs of men it is not absent from any lifelike curriculum in these schools. And if democracy depends upon the sanctions and the ethical idealism of religion, so also is religion actualized in the organization and practices of a truly democratic society. Separation of church and state in America may be a price we must pay for religious toleration. It need not mean that education, even secular education, should be without its motivating religious core.

Strengthening Spiritual Foundations

Indeed, there appears to me to be no satisfactory way of accounting for our democratic system of public education except as a result of the spirit and ideals of religion. Why should we willingly pay taxes for the education of other peoples' children except as we recognize a moral obligation to "do ye unto others as you would that men should do unto you"? As public education is a monument to the democratic ideal, that ideal itself has its roots in religion. For democratic education, I say, cannot be understood except in the framework of devotion to a faith in the possibility of a good life for everyone—a faith which is essentially religious in character.

Second, what is the role of education in strengthening these spiritual foundations **NOW?** Modern education has been maligned by some of its critics who have professed to see in it nothing but a sterile intellectualism. Other critics have attacked the schools as the sources of a cynicism and a lack of idealism in youth which, if the charge were true, bodes ill for the Nation in this time of crisis when we are in grave need of a national unity based upon a clear understanding of and a zealous faith in our democratic way of life. These critics, I am convinced, are unacquainted with the moving currents of idealism in our schools. For example, in the current crisis thoughtful educators are asking what the schools can do

even more effectively than in the past to contribute to the spiritual preparedness of the Nation. There is almost universal agreement that the schools must be depended upon to make essential contributions. What are some of these contributions? Let me mention just a few of them.

First, the schools are giving greater emphasis to the development of a genuine understanding of our basic freedoms as these are embodied in our Constitution and its Bill of Rights. Such an understanding will require a knowledge of the long and difficult struggle which has been waged by mankind in the past and which continues today to secure or retain the fundamental human rights of freedom of speech, press, and assembly; freedom of conscience and of religion; freedom from want; freedom from fear.

Second, the schools are emphasizing the practice of democracy in and out of school by stressing the important ways in which youth can cultivate racial and religious tolerance, understanding, and cooperation in their school, home, and community relationships.

Third, the schools are affording young people needed training in organizing and presenting facts which bear upon debatable issues; in developing effective techniques of group discussion and group decision leading to group action.

Fourth, the schools are instilling a genuine respect for those qualities of character and competence which are indispensable requisites in all citizens in a democracy, whether occupying positions of public or of private trust and confidence.

Fifth, the schools are helping to deepen the conviction that our country can and will offer the possibility of an abundant life to everyone who will participate actively and honestly and cooperatively in seeking solutions to our common problems.

Sixth, the schools are developing in young people and in many adults those essential practical knowledges and skills without which democratic ideals cannot be given practical expression; and without which, at this time especially, democracy cannot be effectively

defended against brute force and aggression.

These are but a few of the ways in which the public schools are zealously seeking to instill in our youth a sense of the basic rights and responsibilities of citizens in a democracy. I submit to you that such objectives as I have just enumerated are not indicative of a cold and sterile intellectualism in the schools. Rather they point to a warm sense of the responsibility of education to strengthen the spiritual foundations of our democracy.

A Fresh Vision

Today educators have caught a fresh vision of the true relationship of education and of religion in meeting the crisis confronting our civilization. They have come to see even more clearly the primary importance of spiritual values in a democracy. They have been made conscious of the sources of spiritual power which underlie democracy's concern with ethics. They have recognized the need for renewal of a motivating faith, religious in character, which will undergird democracy's effort; a faith expressing itself in mutual helpfulness and unselfish service to our brother man for the reason given by the prophet who said: "Have we not all one Father; hath not God created us all?"—a saying which embodies all those visions of the City of God and of the New Jerusalem which have inspired the hearts of men.

Today a ruthless pagan State threatens to blot out that vision; to degrade and enslave mankind. Yet the vision but glows the brighter in the hearts and minds of millions of men and women who are rededicating themselves to the conservation of our priceless democratic heritage and to the preservation of our spiritual freedoms—men and women who agree with Dr. Faunce of Brown University who said:

"Above all the undulating surfaces of life shine the constellations of the sky. To be just and kind, to be clean and generous, to be loyal to men, and to God, to live not for the little limited self but for the larger self we call humanity—these things were good in the days of Epictetus and Plato and will be good amid the 'wreck of matter and the crash of worlds.'"



Upper row, left to right:

James R. Coxen, consultant in public service training.

James W. Kelly, special agent in trade and industrial education in the Trade and Industrial Education Service.

Edward G. Lutke, agent, trade and industrial education, Southern Region.

Mrs. Marguerite W. Zapoleon, specialist in occupations for girls and women in the Occupational Information and Guidance Service.

Royce E. Brewster, specialist, consultation and field service in the Occupational Information and Guidance Service.

Dr. Franklin R. Zeran, specialist in occupational information and guidance in the Occupational Information and Guidance Service.

Lower row:

Rall I. Grigsby, educational and technical consultant in curriculum problems.

C. E. Rakestraw, consultant in employee-employer relations.

Allen T. Hamilton, special agent in trade and industrial education in the Trade and Industrial Education Service.

Dr. Giles M. Ruch, Chief of the Research and Statistical Service.

Felix E. Averill, special agent in industrial teacher training in the Trade and Industrial Education Service.

Vocational Education Appointments

★★★ The expansion of the federally aided program of vocational education during the past year is reflected in a number of permanent additions to the staff of the Vocational Division of the U. S. Office of Education. It has been necessary during the year, also, to fill two vacancies in the consulting staff resulting from resignations.

Three new appointments have been made to the staff of the Trade and Industrial Education Service.

Felix E. Averill has been appointed special agent in industrial teacher training in the Trade and Industrial Education Service. Mr. Averill took his teacher-training work at the Buffalo, Oswego, and New Paltz State Teachers Colleges in New York State.

His experience includes 12 years of service in the field of machine design, industrial plant

lay-out, and supervision of mechanical construction in a variety of industries including the mining industry in Ontario and Quebec, Canada. He also was employed at different times with the Dupont Rayon Co., the Dunlop Tire & Rubber Co., the U. S. Gypsum Co., the American Radiator Co., and the Bethlehem Steel Co.

Mr. Averill spent 1 year in evening trade extension teaching in Buffalo public schools; was for 6 years supervisor of apprentice training in the Bethlehem Steel Co., Lackawanna, Pa., and for 5 years was responsible for the supervision of industrial shop work and curriculum construction in a division of the New York State Correction Department, and was an extension industrial teacher trainer for the New York State Department of Education. Mr. Averill has done research also on the manipulative aspects of mechanical aptitudes.

His activities in the U. S. Office of Education will include research in the field of teacher training and the preparation of material which

may be used by teachers in developing improved teaching procedures.

Allen T. Hamilton, special agent in trade and industrial education, who came to the U. S. Office of Education from the position of State supervisor of industrial education in Indiana, received his preliminary education in Indiana and Missouri and taught for 3 years in the public schools of Missouri. Later he was employed in the building trade in Indiana. After pursuing courses in the Central Normal College at Danville, Ind., Mr. Hamilton taught in the public schools of Hendrick County. At the conclusion of his service in the World War he attended Indiana State Teachers College at Terre Haute, Ind., where he received a bachelor of science degree in industrial education in 1922. Subsequently, he spent 1 year as a teacher of industrial education in Evansville, Ind., 10 years as director of industrial education at Bloomington, and as a worker in the building trades during the summer periods, and for 7 years was State supervisor of industrial education in Indiana. He holds the mas-

ter of science degree from the University of Indiana, and is now completing a thesis for the doctor of education degree at that institution.

Mr. Hamilton will assist in the promotion and supervision of training for national defense and will work on special problems in the field of trade and industrial education.

James W. Kelly, who has been appointed special agent in trade and industrial education, came to the U. S. Office of Education from Washington where he was State director for vocational education.

He attended Bellingham (Wash.) Normal School, the University of Washington, and majored in industrial education at Colorado State College. He served an apprenticeship and worked as a millwright and draftsman on sawmill construction in California, Washington, and British Columbia. For 10 years Mr. Kelly was instructor in drawing and other subjects related to instruction offered in trade training classes in the Bellingham public schools. From 1926 to 1939, he served as State supervisor of industrial education for Washington. During his tenure in this position, Mr. Kelly organized the Washington vocational rehabilitation program in 1933 and the Washington State Apprenticeship Committee in 1935. At different periods, also, he conducted industrial teacher-training classes at the University of Washington, Oregon State College, Colorado State College, and at the Arizona State Teachers College, in Flagstaff.

Mr. Kelly will act as assistant to the Chief of the Trade and Industrial Education Service in charge of administrative activities related to national defense training.

Edward G. Ludtke, who for the past 16 years has been supervisor of trade and industrial education in Louisiana, has been appointed agent for trade and industrial education in the southern region, succeeding C. E. Rakestraw in this position.

He attended Valparaiso University and has pursued courses also at Loyola University, Louisiana State University, and Colorado State College. He taught for 4 years in the public schools in his native State of Indiana and was for 2 years employed as a machinist in an industrial concern at La Porte, Ind.

Following war service, he became director of the trade-training work at the Veterans' Training Center maintained by the U. S. Veterans' Bureau at Pascagoula, Miss., and later served as training officer at the local branch of the Veterans' Bureau in New Orleans. He left the latter position to become State supervisor of trade and industrial education in Louisiana.

Three new members have been added also to the staff of the Occupational Information and Guidance Service, which was organized in 1938.

Royce E. Brewster has been appointed specialist, consultation and field service, Oc-

cupational Information and Guidance Service. Mr. Brewster holds the degrees of bachelor of arts and bachelor of science from the North Texas State Teachers College, Denton, Tex., and has completed work for the doctor of philosophy degree at the University of Texas.

His experience includes service as teacher, principal, and superintendent of schools in Texas districts; as a teacher of courses in various phases of guidance during summer sessions of the University of Florida; as a member of the staff of the division of research and child accounting, Texas State Department of Education; and as district educational adviser during a 5-year period for the Civilian Conservation Corps. He was for a year agency supervisor for a life insurance company.

Mr. Brewster will assist State boards for vocational education in initiating and carrying on programs of occupational information and guidance and, in cooperation with State authorities, will work with local schools in extending and expanding guidance service in schools and communities.

Mrs. Marguerite W. Zapoleon, who is the specialist in occupations for girls and women in the Occupational Information and Guidance Service, attended the cooperative course at the University of Cincinnati, where she received the bachelor of arts and commercial engineer degrees; spent 1 year at the New York School of Social Work; received the master of arts degree from American University; and studied at the London School of Economics and the Geneva School of International Studies.

Prior to joining the U. S. Office of Education, Mrs. Zapoleon's experience included service as vocational counselor in the Cincinnati public schools, and as head of the junior counseling division of the District of Columbia Employment Center. She is the author of occupational publications issued by the Cincinnati public schools, including *The Policeman in Cincinnati* and *The Printing Trades in Cincinnati*; publications of the District of Columbia Employment Center, including *The Telephone Operator in Washington, D. C.*, *The Stenographer in Washington, D. C.*, and *How To Get a Job*. She is chairman of the legislative committee of the National Vocational Guidance Association, vice president of the District of Columbia Guidance and Personnel Association, and a member of the American Association of Social Workers.

Mrs. Zapoleon's duties include research and special service in the field of occupational information and guidance, especially as it relates to girls and women.

Dr. Franklin R. Zeran, who has been appointed specialist in occupational information and guidance in the Occupational Information and Guidance Service, received his bachelor of arts, master of arts, and doctor of philosophy degrees from the University of Wisconsin. He taught during different

periods in the summer sessions of the University of Wisconsin, University of North Carolina, and the North Carolina State College.

Dr. Zeran came to Washington during the present year after 8 years of service as director of testing and guidance in the Manitowoc public schools. During this period, he was prominently identified with organizations interested in vocational guidance activities, including Kiwanis International. Dr. Zeran has contributed articles on vocational guidance subjects to educational and professional journals.

Dr. Zeran will, as specialist in occupational information, give particular attention to the collating and dissemination to the States of information from national sources useful to programs of guidance. As an immediate undertaking, he will assist in a national study of methods of following up school leavers—drop-outs and graduates.

Dr. Giles M. Ruch has been appointed Chief of the Research and Statistical Service of the Vocational Division.

Dr. Ruch, who is a native of Iowa, is a graduate of the University of Oregon, from which he received the bachelor of arts degree, and received the degree of doctor of philosophy from Leland Stanford University.

He has served successively as instructor in science subjects in the Ashland (Ore.) High School; principal of the University High School, Eugene, Ore.; assistant professor of education, University of Oregon; instructor in education, Leland Stanford University; associate professor of education and psychology, University of Iowa; associate professor of education, University of Chicago summer session; and professor of education, University of California. In 1934 Dr. Ruch was a visiting lecturer at Harvard University. Prior to accepting service with the Office of Education where he has for the past year been consultant in vocational guidance, Dr. Ruch was for 4 years associated with the editorial department of Scott Foresman & Co.

Dr. Ruch, who is a contributing editor of the *Journal of Experimental Education*, is the author of a number of books and other publications on various educational subjects. He is author or coauthor of approximately 50 measures for the evaluation of educational achievements, including the Stanford Achievement Test which has been given to millions of pupils. He is also coauthor of the book, *Readings in Educational Psychology*, and of chapter 11 of *Methods of Research in Education*, and of two publications of the Occupational Information and Guidance Service, U. S. Office of Education, *Minimum Essentials of the Individual Inventory in Guidance and Organization and Administration*.

As Chief of the Research and Statistical Service of the Vocational Division, Dr. Ruch is responsible for the conduct and coordination of research in the field of vocational education, auditing and compilation of financial

cial and statistical reports from State boards for vocational education, and for the preparation and review of bulletins and reports in the field of vocational education. He succeeds the late Dr. John Cummings, former chief of this service.

Rall I. Grigsby has been appointed to fill a newly created position—educational and technical consultant in curriculum problems.

Mr. Grigsby holds the bachelor of arts degree from Cornell College and the master of arts degree from Drake University, and has studied at the University of Iowa, University of Chicago, Northwestern University, and the University of Washington. Among positions which he has held are: Teacher of English, social studies, mathematics, and physical education in several Iowa and Illinois high schools; principal of the Amos Hiatt Junior High School in Des Moines, Iowa; director of the department of pupil adjustment, attendance, and auxiliary agencies, Des Moines public schools; director of secondary schools in Des Moines and of the Des Moines Public Forums. In connection with his work in Des Moines, Mr. Grigsby had a leading part in the development of programs of pupil adjustment, educational and vocational guidance, curriculum experimentation and course revision, selection and in-service training of teachers, and adult education.

In his new position Mr. Grigsby will serve as consultant on problems of curricular organization and development; cooperate with Federal and State agencies in the field of vocational education on procedures and plans for the development of vocational programs at various education levels; and initiate and conduct research in curriculum problems.

Two vacancies, one caused by the resignation of Lyman S. Moore as consultant in public-service training, and the other by the resignation of Charles N. Fullerton as consultant in employee-employer relations, have recently been filled by promotion of two members of the Office of Education personnel. James R. Coxen, formerly special agent in the Trade and Industrial Education Service, was appointed to the former position, and C. E. Rakestraw, formerly agent for trade and industrial education in the southern region, was appointed to the latter position.

Mr. Coxen has been in Federal service since 1929 when he was appointed agent for trade and industrial education in the Federal Board for Vocational Education. He holds a bachelor of science degree in engineering from Kansas State College and a master of science degree in industrial education from the University of Wisconsin. He has had teaching experience in trade and industrial education

in the schools of Pennsylvania, Indiana, New Mexico, and Texas. He also conducted courses in the administration and supervision of trade and industrial education in the University of Wyoming, the University of Hawaii, Colorado State College, and the University of Arizona. Before entering upon his teaching experience, Mr. Coxen served as a student apprentice with the Westinghouse Electric & Manufacturing Co., Pittsburgh, Pa.

Preceding his service with the Federal Government, Mr. Coxen was for 7 years State director of vocational education in Wyoming, where he organized the federally aided vocational education program authorized under the Smith-Hughes Act; and for 4 years Territorial director of vocational education in Hawaii, to which position he was appointed immediately after the extension of the provisions of the Federal act to that Territory.

In his consulting position Mr. Coxen will plan, organize, and conduct studies and investigations in the field of public-service training. He will be available to vocational educators in the States, to colleges and universities, and to other groups interested in promoting the development of vocational education, for assistance in promoting or improving programs of training for public-service occupations.

Mr. Rakestraw holds a bachelor of science degree from the Colorado State College. He served a 4-year apprenticeship in the machine trade and was engaged in this trade for about 8 years. Subsequently, he served as civilian instructor in the Motor Transport School, Fort Bliss, Tex., and as principal of the Y. M. C. A. Automotive School in El Paso, Tex.; was instructor in auto shop work and later director of vocational education in the El Paso public schools. It was from this position that Mr. Rakestraw was called to Washington in 1927.

As consultant in employee-employer relations, Mr. Rakestraw will make studies and investigations of worker-employer problems arising in connection with the operation of the federally aided program of trade and industrial education in the States and will serve as consultant to the Office of Education, State boards for vocational education, and State trade and industrial advisory and craft committees on relations of employees and employers.



United States Maritime Commission

More than 10,000 cadet officers, cadets, unlicensed seamen, and apprentices have taken part in the training program of the United States Maritime Commission since it was started in 1938, according to the latest annual report of the Commission. Special national defense classes in radio, visual signaling, and gunnery were established during the year.

C. S. Examinations

Examinations for the following positions in the Government Service have been announced by the United States Civil Service Commission:

INSTRUMENT MAKER

Pay scales.—Vary according to place of employment, ranging from \$7.44 a day to \$1.24 an hour.

Appointments.—To be made at Frankford Arsenal, Philadelphia, Pa., and at various naval establishments throughout the country and at Pearl Harbor, T. H.

Experience.—Completion of a 4-year apprenticeship as instrument maker, or 4 years' experience in the construction or machining of scientific instruments. Substitution of work toward a machinist's or toolmaker's apprenticeship may be allowed for part of this experience.

Age.—Applicants must have passed their twentieth but must not have passed their sixty-second birthday.

Closing date.—Until further notice.

JUNIOR AIRWAY TRAFFIC CONTROLLER

Pay.—\$2,000 a year.

Appointments.—Civil Aeronautics Administration.

Experience.—In connection with aircraft operations, such as in the capacity of aircraft dispatcher, airport station manager or officer directly associated with military or naval aircraft operations. Certified or United States Government pilots with instrument rating or cross-country flying experience may also qualify.

Closing date.—Until further notice.

CHEMIST (explosive)

Pay scales.—Chemist, \$3,800; principal, \$5,600; senior, \$4,600; associate, \$3,200; assistant, \$2,600.

Closing date.—November 30, 1941.

METALLURGICAL ENGINEER

Pay scales.—Engineer, \$3,800; principal, \$5,600; senior, \$4,600; associate, \$3,200; metallurgist, \$3,800; principal, \$5,600; senior, \$4,600; associate, \$3,200.

Experience.—Completion of 4-year college course with major study in certain scientific subjects and responsible experience in metallurgy or metallurgical engineering. Appropriate graduate study may be substituted for part of the required experience.

Age.—Must not have passed sixtieth birthday.

Closing date.—December 31, 1941.

Dental laboratory mechanics and dental hygienists are also wanted by the Commission for the Public Health Service, War Department, and Veterans' Administration.

For further information write to the United States Civil Service Commission, Washington, D. C.

Box Elder Is in Utah

by Muriel W. Brown, Consultant in Home Economics Education

★★★ Extending for almost 70 miles along the edge of the western slope of the Wasatch Mountain range is Box Elder, Utah, a rural county larger than the whole eastern State of Connecticut. Jagged peaks rise sharply against the sky to the right as one drives north up the valley. Orchards and fertile farm lands stretch away to the left where the hills on the far horizon catch lovely colors in all kinds of weather at all times of day.

You know this county better than you think because it was here in the desert at Promontory Point 30 miles west of Brigham City that the two branches of the first transcontinental railroad came together in 1869. Here, too, is the Lucin cut-off, the long bridge that carries the trains over the north end of the Great Salt Lake. And here, also, is the Bear River Migratory Bird Refuge, the largest man-made bird sanctuary in the country.

Life in Box Elder County seems to have unusual stability. The population is about 19,000, concentrated for the most part in small communities on the east side of the valley. Brigham City, the county seat, is a town of approximately 5,500. The people are mainly of English and Scandinavian descent. Less than 4 percent are Japanese, Mexican, or Indian. Most of them own their own homes, operate their own farms and businesses, and belong to the Mormon church. Marriages, in general, are enduring. The chief industries are farming and stock raising although Box Elder has a beet-sugar factory, a poultry processing plant, three canneries, three flour mills, a woolen mill, a plant for making concrete pipe, two candy factories, five bakeries, two creameries, a marble stone works, and two electric generating plants.

Box Elder has 28 elementary, 1 jun-



The publicity committee selecting pictures portraying country life.

ior high, and 2 high schools, 1 serving the north and the other the south side of the valley. In the west end of the county, distances between settlements vary from 6 to 55 miles, but consolidation of rural schools has been carried as far as now seems desirable. Free transportation is provided for all students living more than 2 miles from an elementary or 3 miles from a high school. Public appreciation of this comprehensive educational program is shown by the fact that one-third of the entire population is enrolled in the schools of the county.

Experimental Program

In this setting is the fourth of the experimental programs of education for home and family living being sponsored by the U. S. Office of Education. You may be wondering, as you think of the fine opportunities for wholesome family living in Box Elder County and the other three centers described in previous articles, why four communities privileged in so many ways were chosen for laboratory work of the kind now going on. The answer is that these communities are typical of hundreds of others in the

regions which they represent. Family life is not failing to achieve its main purposes in any one of them. For many good reasons, we do want to know, however, whether there is any form of education which will enable more families to derive more happiness and more benefit from their family experience than would otherwise be possible.

In Box Elder, as in thousands of other places in the United States, the public schools have long provided instruction in many phases of homemaking for young people and adults. Good as these instructional programs have been, however, both teachers and students have felt their limitations keenly. Is it, after all, worth while to spend time studying about family life if social conditions over which the individual family has no control consistently frustrate the most enlightened family planning? Probably not, if these conditions will never change. Fortunately there is no such thing as a static culture. New values, new understandings, new experiences coming into living communities are continuously altering their characteristics. Why not make this natural process of commu-

nity change more deliberate, more effective? Why not try, through a far-reaching program of education, to help communities recognize and do something about the common needs of their own families?

There have been many definitions of democracy but running through them all is the basic assumption that in a democratic society the citizens create the conditions under which they wish to live. The continuous creation of these conditions is the democratic process. It is a highly important and patriotic service to the country as a whole when any community undertakes to study the practice of democracy as Box Elder and the other three centers are doing. The service becomes especially significant when the experiment takes place in a field of such major concern as family welfare.

Beginnings in Box Elder County were similar to beginnings in the other three centers. In October 1938, two regional agents from the U. S. Office of Education went to Utah to discuss with the State department of public instruction the possibility of including a Utah county in the plans for a national study. Representatives from both the State and Federal offices then went to Brigham City to consult with the county superintendent of schools, who called together for conference about 80 people representing the churches, the schools, and other civic, social, and professional groups.

These representative people, according to a report of the early meetings, were enthusiastically and sincerely in favor of undertaking the project, although no one, at this time, had a very clear idea as to how the program would be developed. This last comment emphasizes the most important difference between the approaches to problem-solving in democratic and autocratic societies. Here in America we start with a feeling of need to work on problems that we want to understand. Perhaps it is because we never expect to stop growing that we find it so hard to be interested in blueprints for a "perfect" State!

As a result of these preliminary consultations, arrangements were made for Box Elder County to participate in the



The librarian of the Brigham Carnegie Library points out a bibliography prepared by the library committee.

Washington conference called by the U. S. Commissioner of Education to make plans for the development of experimental programs of family life education in four selected centers. The county was represented at this conference by the State superintendent of public instruction, the State director of homemaking education, the superintendent of schools for the Box Elder school district, and the principals of the Box Elder and Bear River high schools.

First Steps

The first step toward the development of a coordinated family life education program for Box Elder County, however, was taken prior to the Washington Conference. Through the office of the county superintendent of schools, information was collected which would give a general picture of the population, the geography, the prevailing economic and social conditions, and the resources of the area. On the basis of this information, certain general objectives for a long-time program were decided upon. These included: (1) Changes in the school curriculum; (2) the development of laboratory facilities for the study of child development; and (3) the improvement, extension and coordination of family life education programs already being carried on by existing community agencies other than the schools. Specific, immediate objectives were: (1) the improvement of library facilities in the

field of home and family living; (2) the development of an effective plan of community organization; (3) increased opportunities for adult education; (4) the study of specific community needs.

The outstanding achievement of the Box Elder program to date is the progress which has been made toward the second of these four specific objectives. A plan of community organization has been slowly and carefully developed which seems now capable of indefinite expansion. It is the soundness of this basic plan which has made possible the gains reported in the direction of all other objectives.

The program has had the services of a full-time coordinator since November 1938. It has also had continuous assistance from the State coordinator of parent education. Important as the services rendered by these trained workers have been, however, the real strength of the Box Elder program lies largely in the fact that the planning committee, under a lay chairman, has maintained its sense of responsibility for or its interest in the problems with which, 2 years ago, it undertook to deal.

The present pattern of program organization is as follows: There is, first of all, a large council representing a cross section of community interests. This is the group which was first called together in 1938 to help decide whether or not the county should accept the invitation from Washington to become an experimental center. It has no ad-

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ministrative responsibility for the program and has not sat as a council since the meeting mentioned above. Since its chief function is one of interpretation, it will convene from time to time as studies and surveys become reportable and materials develop which require dissemination.

The central sponsoring committee is an active, working group of about 50 people, some chosen because they represent important agencies, others because they are interested in the family life education program and want to help with it. "It is this central sponsoring committee which makes the plans and directs the course of the program," writes the coordinator, "although it must be kept in mind that suggestions may come from any agency or individual."

"Because a large group is apt to be unwieldy in putting plans into action," the coordinator goes on to say, "the central sponsoring committee has delegated this responsibility to an executive committee. At the present time, this executive committee is made up of the chairman of the central sponsoring committee, a parent, the superintendent of the Box Elder County School District, and the coordinator of the program." The executive committee plans the meetings of the central sponsoring committee, reports the work of temporary committees back to the central sponsoring committee, and carries out the decision of the latter with respect to these reports and other matters of business.

The central sponsoring committee has developed the policy of appointing temporary committees to work on special assignments. Chairmen and members for these are selected by a committee on committees made up of the executive committee and the State coordinator in parent education. Whenever there is a new job to be done requiring the direction of a temporary committee, the committee on committees first finds out which members of the central sponsoring committee are interested and willing to serve. These persons then help to enlist the aid of individuals in the community not previously affiliated with the movement, who have the special training, experience, or qualities of

personality which seem to be needed.

It is by following the work of these temporary committees that one gets a real view of what is going on over the county in connection with the program. It is through the action undertaken by them that the thinking of the central sponsoring committee is implemented.

Continuous Discussion of Needs

Specific assignments to temporary committees have grown out of the continuous discussion of local family needs which has been going on in central sponsoring committee meetings from the beginning. These needs were vaguely expressed at first. Some said that parents needed to be helped to assume more responsibility for the education of their children; that the schools and the church were being asked to give a kind of basic character training which parents alone can actually provide. Others felt that family members needed to learn how to participate more effectively in family action. Still others thought that the greatest need was for better understanding between generations in the family, especially between parents and adolescent children. There were some who believed that the program ought to start with intensive parent education in regard to the developmental needs of children. What has actually happened is that as these needs were brought to light, specific ways of working on all of them became apparent, and one by one temporary committees were set up to start and keep all the balls rolling. At the present time, seven temporary committees are active: A committee on studies and surveys, two adult education committees, a publicity committee, a library committee, an elementary school committee, and a committee on local planning units.

The committee on studies and surveys is a research committee for the program as a whole. Believing that the best way to determine community needs is to study conditions in the community, this group has gone out to get facts upon which the central sponsoring committee can base certain important decisions. Three studies are now under way: (1) A survey of the work of agencies and organizations having educational pro-

grams contributing to family education; (2) a study of the needs and interests of local youth; and (3) a study to see whether agencies and organizations in Box Elder County are overlapping in the demands they make on people's time.

Here we have a group of lay people creating their own survey blanks, developing their own procedures, seeking help from specialists as they need it, analyzing and reporting on their own returns to other lay groups ready to do whatever needs to be done with problems discovered. The State College at Logan has given valuable consultant service with studies. The youth study, patterned after the Maryland Survey, was conducted by the education department of the Utah State Agricultural College, the Box Elder Committee assisting.

Adult Education Committees

In Box Elder County, there is one committee for adult education for the northern half of the valley and one for the southern. Each of these has worked hard to provide a program for its constituency which would meet the expressed needs and interests of those wanting to attend classes. Instead of depending on the school authorities for the spade work on the schedules, each committee developed its own fact-finding questionnaires, secured teachers for classes requested, wrote announcements and planned, in detail, its publicity. Those who have followed this part of the experiment closely are waiting with interest to see whether an adult-education program with this kind of folk-leadership has greater vitality and appeal than those offered under institutional auspices.

A fourth committee is the publicity committee. This group should probably be called the "committee on interpretation" because its function is to keep the public informed about and interested in the development of the program. The personnel includes editors and reporters connected with all of the county papers. One of the best things about the Box Elder program, incidentally, is the way it provides opportunities for people with special training or experience to use their spe-

cial knowledge and skill in the service of the community. Through contacts with State newspapers made by the coordinator and members of this committee, the family life program is now attracting State-wide attention.

The library committee is responsible for making as widely available as possible throughout the county books and pamphlets which will help create a better general understanding of what "good" family living means. Each of the five county libraries has been canvassed by a team, consisting of the librarian in charge and a board member, to see what books on family life are already on hand, and which need, some day, to be ordered. The need for this committee, already strongly felt, will become greater and greater as the adult-education program enters new phases of development, and the demand for reading material increases.

The elementary school committee was organized in November 1940, to find out how the elementary schools of the county can best participate in the family life education program. The following questions, raised at the first meeting, show how closely related to such a program the work of the schools must be:

1. What can the schools do about home and community conditions which result in young children being on the street after school?
2. How can we give children more responsibility in school?
3. How can the check lists which are used as a basis of conferences with parents be made to function more adequately?
4. Where can we find usable source material to be used in working on home-school relationships?
5. What can be done in a school which serves two adjacent communities to bring about a feeling of unity between them?

The committee voted to work first on problem No. 4, since 13 of the 28 elementary schools in the county have now substituted evaluative conferences with parents for report cards. A list of 13 specific questions for discussion was prepared at a meeting of the elementary teaching staff. Following this meeting, the committee met to outline

in detail plans for a study, school by school, of successful procedures in parent-teacher counseling. Returns from the separate schools are to be compiled by the coordinator early this spring in a form which can be used as a basis for discussion at the next meeting of this committee. Tying closely in with the work of the elementary school committee is a committee on curriculum revision. This is a group of parents, teachers, and students working with the State coordinator of parent education on the development of some units on family relationships and child development to be used in the revised State home economic curriculum.

The committee on local planning units grew out of a need felt by the central sponsoring committee for some regular way of giving help to small population centers in the county wishing to organize to meet their own needs. This is a committee which can only function as requests for help come to it. At least one little town is making interesting plans for the development of a family life education program, suited to its special needs.

Specific Achievements

An account of specific achievements to date would make a long story. Classes for parents were organized in connection with summer kindergartens and will be offered again this year. Enrollment in adult-education classes increased 25 percent this year over last. Classes for boys and girls in personal and social living have been organized in both high schools. The plan of substituting conferences with parents for report cards in the elementary schools has been tremendously accelerated.

A most significant development in connection with this program is the steady increase, during the past 2 years, in the number of active participants. More than 170 people are now working on one or more of the various committees. Every time a new committee is added to the working group in the Box Elder family life education program a new opportunity for gaining insight into processes involved in the practice of creative citizenship is opened up.

The following preface to an historical report of the program so far was written this fall by the chairman of the central sponsoring committee. It so well summarizes the spirit and the purpose of this enterprise that we take pleasure in offering it by way of conclusion.

"The project described in this report," it says, "is an educational experiment. It is intended as nothing more. The aggregate of Box Elder County is its laboratory; its people and its physical resources are its materials.

"The experiment issues from the realization that democracy, suddenly grown intensely important to Americans, is based in home and family . . .

"The success of the experiment is limited to the capacities of ordinary people, proceeding, in the somewhat slow democratic method of group thinking and group action, from what we are and have already established toward possible accents and procedures in living and learning which will revitalize what we have come to call 'The American Way of Life.'

"We are grateful for the opportunity to pioneer in the field. Pioneers who persist usually develop by their pioneering and gain the first fruits of the undertaking. We can but hope for some successful developments which may be profitably utilized locally and extended to other communities."



Society for Crippled Children Conducts Seal Sales

The National Society for Crippled Children is again offering its annual sale of Easter seals through which the program of the National Society and of its affiliated State organizations is in part financed. The first seal appeared in 1934 to be used on letters and packages, and each year thereafter a different design has been issued. The trend of the seal sale has been steadily upward, and a large number of States now participate through their State societies for crippled children. Seals may be secured from the National Society for Crippled Children, Elyria, Ohio.



Our Adventures With Children

V. TEACHING PATRIOTISM IN HOME AND SCHOOL

by *Ellen C. Lombard, Associate Specialist in Parent Education*

★★★ The children in the fifth grade prepared as a part of their classroom work a dramatic presentation to show what democracy means in the United States. Its presentation was so successful that they were asked to give their production in other classrooms of the school, and finally, the parents heard so much about it that they became interested and asked to be permitted to see it.

In order to point out some of the ways in which history shows that democracy has been threatened, the children selected episodes illustrating some of the attacks that had been made upon our freedoms: Freedom of speech, religious liberty, and freedom of the press. They chose the trial of Roger Williams where both freedom of speech and religious liberty were threatened; the burning and destruction of printing presses in the Middle West to stop the publication of newspapers containing what were then called "seditious" articles, to stifle the press, and the meeting of the Constitutional Convention where the Constitution and the Bill of Rights were provided to protect the civil and religious liberty of all the people of the United States. The necessary research was done by the children who wrote the script and then presented the play.

This is one answer to the parent who recently asked the question, How can we teach our children patriotism? This is a concrete example of one way in which children may develop sound attitudes toward American institutions, toward the American way of living, and create a protective instinct toward the freedoms which have been purchased at such tremendous cost by the early pioneers. The dramatic presentation at school may well become a part of constructive home discussions. It need not stop in the schoolroom.

Patriotism is one of the characteristics which have their beginnings in

Fifth in Series

The article on this page is the fifth in a series under the general title, *Our Adventures with Children*. Each month an episode is presented. Some of these are related to problems of the school, others to those of the home, and still others with the cooperation of home and school.

Teachers, parents, and school administrators adventure daily into the actual experience of human relationships. This experience is interesting and profitable when examined objectively.

early childhood. There are many characteristics fundamental to the development of character and personality of the children for which parents are inescapably responsible.

Children learn not only through experiencing and reliving the experiences of others, but they learn too from daily examples of those who surround them with such virtues as love of country and loyalty to its laws and institutions; honesty and integrity; respect for the respectable; reverence for God; sympathy for the unfortunate; kindness to the weak and aged, and many other virtues that make up the character of a worth-while citizen.

Children imitate what they see and hear. Their attitudes toward the church, the school and school officials, the Government and public officials, the neighbors, and toward those who serve them in the community are modified by the attitudes of adults who are with them. In the home first and then in the school and the community children should learn how to get along with other people.

Parents as well as teachers must be constantly aware of how learning takes place and be prepared to create learn-

ing situations for their children. Particularly must parents have a strong sense of their own responsibility as citizens.

It is important for children to be made aware of their heritage, of the freedoms which make the United States different from any other country in the world, and of the responsibility of each citizen to protect this heritage. They should know that these freedoms include: The freedom to speak; to worship; to have a fair trial; to have a free press; to have universal suffrage. Children should learn all about these freedoms and be prepared to protect them not only by consistent support of the laws of the land but also by their intelligent attitudes toward the local, State, and national governments from which protection and safety are derived. They should develop an understanding of the Constitution of the United States and the Bill of Rights. Through such backgrounds of understanding and foundations of learning children may unconsciously have an appreciation of their country, pride in its achievements, and a conviction of the worth-while ness of the American way of living.

The teachers' part in the teaching of children at school to appreciate their country is important. Such teaching depends greatly upon the teacher's devotion to the ideals of democracy. Most of all, the teacher must practice democracy in school so that children may have an example of its application to daily life. She must show a respect for the dignity of each individual child, lead the children to examine all sides of a question and maintain good feeling in spite of the difference of opinion that may be brought out. She should encourage the participation of pupils in the activities of the school and accustom them to working, playing, and getting along together.

When children are old enough to go to school they can learn more and more about the laws, the Constitution, the Bill of Rights, and the freedoms which protect our civil life.

Teachers perform a patriotic service by multiplying the opportunities by which their children experience in dramatics and in other ways the experiences of the past.

Questions for Discussion

1. How do children best learn loyalty to their country?
2. What are some of the means by which learning takes place?
3. What are the freedoms that make the United States different from other countries? Discuss each.
4. What part can parents best take in developing patriotism in their children? Discuss.
5. What part can teachers take helping children understand real patriotism?
6. Where do children get their ideas of loyalty, liberty, and citizenship?
7. Which is most important in the learning process, the teacher or the parents? Discuss.
8. What special occasions might be used to develop ideals of patriotism and citizenship?
9. How can children be helped to understand their government and what it does for them?

Books to Read

CUTRIGHT, PRUDENCE and CHARTERS, W. W. *The Democracy Readers*. New York, Macmillan Co., 1940. A new series of books for the education of children in the American way of living. Readers cover lower grades from primer to sixth grade on topics of current importance.

FLORIDA. State Department of Education. *Avenues of Understanding: Community, Home, School*. Tallahassee, The Department, 1940. 228 p. Ch. I, Citizenship, p. 1-9.

HORN, JOHN LOUIS. *The Education of Your Child*. Stanford University, Calif., Stanford University Press, 1939. 208 p. The school and character development, p. 111-16.

WILLIAMS, CHESTER. (Studebaker, John W., ed.) *Our Freedoms Series*. Evanston, Ill., Row, Peterson & Co., 1940. Liberty of the Press. 72 p. Right of Free Speech. 84 p. The Rights We Defend. 72 p. Teaching Democracy. A teachers' manual. 29 p.

For a free map of the United States, 15½ by 10 inches, in color, showing the location of the national forests and national parks, write to the Forest Service, Washington, D. C.

Rendering Proper Respect to the National Anthem



In 1931, Congress enacted a law making The Star-Spangled Banner the National Anthem of the United States. By its act Congress gave legal authority to what had been generally accepted by the American people over a long period of time.

As with many other subjects dealt with in this series, there is no Federal law to govern conduct when the National Anthem is played or sung. Also, as with many other subjects, there is a correct etiquette, a proper practice, which ought to be observed by patriotic Americans.

During the time that The Star-Spangled Banner is played it is proper to stand at attention and face toward the music, men removing the headdress. Those in uniform should salute. If the flag is displayed while the National Anthem is played, the regular salute to the flag is given.

The important thing is to be respectful. Some people are overzealous; occasionally one is found who is more or less thoughtlessly disrespectful. A little reflection on the fitness of things will usually determine what should be done. If, for instance, the National Anthem is played as a part of the continuity of a film which is shown at a moving-picture theater, it would seem that it would be forced for the audience to arise and stand at attention in the middle of the picture; on the other hand, if The Star-Spangled Banner is played at the beginning or end of the performance, it would seem rather odd if the audience did not stand.

For further guidance in this matter the following is quoted from Col. James A. Moss's book entitled *The Flag of the United States: Its History and Symbolism*:

"Should one stand and uncover when The Star-Spangled Banner is heard over the radio?

"It depends on circumstances. Generally speaking if it seems natural and not forced to stand and uncover, it should be done; otherwise, it should not. For example, if eating at table, lying in bed, or working in the kitchen, standing at attention would be forced and unnatural. In a schoolroom, if the radio is in the room, or so near that the music is distinctly heard, everyone should stand at attention.

"What is the proper thing to do, if The Star-Spangled Banner is heard:

"(a) When one is walking along the street?

"If the music is near, you should stop, stand at attention, and uncover.

"(b) When one is driving in an automobile or other vehicle?

"If the music is near, the automobile or other vehicle should stop, all conversation cease, and men uncover, while the anthem is being played."

—Prepared by Carl A. Jessen, senior specialist in secondary education, U. S. Office of Education, in cooperation with The United States Flag Association.

“To Provide for the Common Defense . . .”

As we go to press the Seventy-first Annual Convention of the American Association of School Administrators is in session at Atlantic City. The theme of the convention this year is, “To provide for the common defense; to promote the general welfare; to secure the blessings of liberty.”

Supt. Carroll R. Reed, of the Minneapolis public schools, has charge of the convention, which several thousand of the Nation's educational leaders are attending. Many allied and other groups are also holding sessions in conjunction with the administrators' meetings.



John M. Carmody.



The Federal Works Agency was created under the Reorganization Act of 1939 to bring together and coordinate the following organizations which had been operating either as independent establishments or as parts of departments.

These organizations include the Public Works Administration, the Public Roads Administration, the Work Projects Administration, the Public Buildings Administration, and the United States Housing Authority.

The Federal Works Agency is under the direction of John M. Carmody, the Administrator.

All of the organizations which make up the Federal Works Agency with the exception of the Public Works Administration offer educational or training courses for their personnel. The absence of a current training program in the PWA agency is due to the liquidation of its program.

In addition to the training programs carried on in the four organizations indicated, the Office of the Administrator of the Federal Works Agency gives a course for the training of some 70 employees in various phases of tabulating techniques and uses.

The Office as well as the WPA and the USHA also cooperate with the National

Schools Under the Federal Government

The Federal Works Agency

by Walton C. John, Senior Specialist in Higher Education

Institute of Public Affairs in giving training to small groups of interns. The interns are recent college graduates who serve in the agency of their choice without status and without compensation. Their training program consists of reading, observation, research, and attending conferences, etc. In no case, however, may the work they perform be of a nature to displace a regular employee.

The Public Roads Administration

The course on soils given at the Sub-grade Laboratory of the Public Roads Administration, Arlington Farm, Va., was first regularly scheduled from June 15 to 26, 1937, although since December 1929, courses, essentially postgraduate in character, have been given annually up to the present time aggregating 37 in number.

These courses do not run parallel but follow one another in sequence at convenient intervals. Of the 13 courses held in 1939, 5 were held at Arlington and the remainder in other sections of this country. During the entire period of nearly 12 years the courses have been attended by 825 persons as follows: 221 from the Public Roads Administration; 40 from other Government agencies; 487 from different State highway departments; 21 from universities; 35 from industry; and 21 from foreign countries.

The courses have been designed to acquaint the participants with newly developed procedures for surveying, sampling, and testing soils for engineering purposes; to explain the latest developments in the testing of soil for special purposes; to discuss the methods used by the Administration in applying the results of tests to highway design and maintenance problems; to suggest remedies for current local problems;

and finally, by the informal exchange of ideas, to broaden the appreciation of those attending and conducting the courses for conditions, detailed methods of attack, and solutions incident to the practical application of soil science in the highway field. Two types of courses have been offered, one lasting a week with 55 hours of instruction, and the other 2 weeks in length with 40 hours a week of instruction.

The following topics were included in the course recently given: Soil constituents, permeability, soil profiles, frost heave, stabilometer test, compaction tests, classification of soils, subsurface explorations, earth stresses, foundation settlement, embankment construction, and soil mechanics. The class work included lectures as well as field trips.

Additional to the participants in the regular courses, a number of representatives of foreign countries have received instruction in the soils laboratory of the Administration ranging in time from several days to several months. A number of these visitors received additional instruction ranging in time up to 6 months in district offices of the Administration. The object of the latter was to acquaint the engineers with construction methods in the field.

Public Buildings Administration

The Public Buildings Administration conducts four schools relating to its work, namely, the School for the Training of Operating Engineers for Air Conditioning in Public Buildings Administration, the Guard School of Instruction, the Elevator Operators School, and the Foreman's Training School.

School for Operating Engineers for Air Conditioning

In view of drastic changes made in air-conditioning equipment, the Civil

Service Commission found it difficult to find men properly qualified for the operation of the large new central air-conditioning units—the Government public buildings. It was therefore deemed necessary to establish a school in order to take care of the increasing demand for trained men.

This school was set up for the purpose of teaching all men who could qualify, how to operate and maintain air-conditioning equipment of the type installed in the Government buildings. A man is not considered fully trained unless he has sufficient knowledge, experience, and confidence to be left alone in a large building containing air-conditioning and refrigeration plants as large as 1,000 tons and is competent to start these plants up, keep them operating, and shut them down without committing an error of judgment, and keep the conditions in the building comfortable for occupancy during the interim.

The school classroom is located in the new Post Office Building and is equipped with usual schoolroom apparatus including samples of intricate pieces of machinery for observation, a stereopticon machine and screen for showing slides and pictures.

The class meets twice a week and the periods last from 1½ to 2 hours. The first half hour is usually devoted to a study of fundamentals such as the physical properties of air, etc., next three-fourths of an hour is given to more advanced discussion such as the design and type of fans or refrigerating machines to be operated. The class then closes with 15 to 20 minutes given to questions and answers.

The average attendance for each session during the past 3 years has been approximately 45. Two distinct classes have been held. The first class included original enrollees who were all the engineers in grades CU-7 and CU-6, with any others invited who wished to attend. These men comprise the journeyman class and the senior class of operating engineers, and their instructions were of an advanced, yet practical nature. The work concluded, an examination was given so that all those who had attended and



North Interior Building.

were at the time of attendance in grade CU-6, or journeyman operating engineer's grade, could take the written examination by virtue of which they would, if successful, be eligible for promotion to grade CU-7, or the senior engineer grade.

The second or more elementary class was attended by firemen, engineer's helpers, skilled laborers, and other mechanically minded men in these same grades.

Curriculum and Facilities

The preliminary as well as the advanced lessons follow an orthodox textbook entitled *Fuller's Air Conditioning*. The topics include: Physical properties of air; firing and boiler operation; sheetmetal ducts and air distribution systems; registers and grilles for air-conditioning work; heat, humidity and humidification; fans; cooling coils and air washers; fundamentals of refrigeration; compressors and refrigeration equipment; first-aid and safety work; fire prevention and fire fighting; evaporation condensers and cooling towers; unit coolers; automatic control; air cleaning and purifi-

cation; laws, ordinances, and rules of operation. Emphasis is given to matters of operation and maintenance rather than on design.

Many pieces of special equipment belonging to the air-conditioning machinery are dismantled and brought into the classroom to be examined minutely by the men under the guidance of the instructors.

The actual system in the Post Office Building forms, however, as good a laboratory as can be found for explaining the operation to the men.

The Guard School of Instruction

The Guard School of Instruction began its work in 1936. Its quarters are in the Tariff Building where facilities include a lecture room, space for demonstration of fire protection equipment, and a pistol range for the instruction of members of the guard force in the use of firearms.

The following subjects are covered in the Guard School: Fire fighting and equipment; use of fire apparatus; guard regulation, passes and patrols; discipline; uniforms and the flag; legal duties and responsibilities; fire-



One of the seven required movements in applying a gas mask is being demonstrated here by these five members of the Guard Force, FWA, in Public Buildings Administration Training School in the Tariff Building. Testing the air lines is a very important operation as well as a safety precaution before entering a blazing or smouldering fire.

arms, ammunitions, and pistol practice.

The demand for trained guards for the protection of public buildings in the District of Columbia has been so great that it has been necessary to conduct this school 5 days a week during the winter months and 5 days a month during the summer.

A total of 2,769 persons have attended the school.

In addition to the guards of the Public Buildings Administration and the District of Columbia under the jurisdiction of this Office, 260 guards and law-enforcing officers from outside agencies have attended the school as a result of requests from these agencies.

School for Elevator Conductors

On February 7, 1938, a school for elevator conductors was established.

In view of the advent of modern high-speed elevators with their complicated automatic machinery and signal systems, and because of the great increase in personnel needed to operate the elevators in the many and growing num-

ber of Government owned and leased buildings, it was found necessary to establish a program of training which would first, inculcate the spirit of service and stress the matter of personal appearance, cleanliness, and conduct on the part of the conductors; second, teach them the proper operation of elevators under normal conditions and the procedure for them to follow when emergencies should arise. The course stresses the fact that modern elevators form the safest mode of transportation in the world, and to this end, the conductors are shown the various component parts of a modern elevator plant and they also witness tests of the major safety devices with which an elevator is equipped so that in an emergency, the elevator conductors above all others, would be expected to remain calm and thus avoid dangerous panic.

The complete course of study, at present, follows the accompanying schedule and the classes meet three times a week as indicated herewith:

Monday—Administrative duties; conduct and courtesy; personal appearance, etc. Tuesday—Brief history of elevators; types of elevators; types of safety devices; normal operation of elevators; emergency operation of elevators. Wednesday—Inspection of equipment; witness tests of the following safety devices: Normal hoistway limit switches, final hoistway limit switches, car and counterweight buffers, use of car emergency exits, etc.

The first enrollees consisted of the supervisors of elevator conductors in grades CU-3, CU-4, and CU-5. Then followed the regular classes of elevator conductors CU-2 with enrollments averaging about 15 to each class. The group superintendents and assistant group superintendents also attended the classes for a period of several weeks in company with the elevator conductors. Since the establishment of the school approximately 475 conductors and supervisors have attended the classes.

School for Foremen

The School for Foremen of Laborers was established in 1939. The school has its classrooms in the Interior, Post Office, and Tariff Buildings.

The schedule is shown as follows: Monday—Personnel management (two sessions); uniforms, stores, and supplies. Tuesday—Labor costs and accounting; supervision and organization. Wednesday—Cleaning equipment and methods. Thursday—Cleaning equipment and methods. Friday—Cleaning equipment and methods. Monday—Fire equipment; fire fighting. Tuesday—First aid; accident prevention. Wednesday—Fire hazards.

The instructional staff includes 8 regular teachers and 5 alternates.

During the months following the first presentation of the course all of the foremen under the Office, 150 in number, enrolled and completed the course of instruction.

As a result of the work already undertaken it is planned to establish a school for laborers, taking each type of laborer and grouping them for instruction according to their particular phase of work.

United States Housing Authority

The Training and Personnel Relations Section of the Personnel Division coordinates training activities in the United States Housing Authority. This section has five men who devote more than half of their time to training, while two of these men devote more than 75 percent of their time to actual instruction. In addition division heads and other officials are utilized in the program summarized herewith.

1. A course in tenant relations may be described as a "workshop" program, with the trainees responsible for analyzing and solving actual case problems. Trainees came from both Washington and field offices. The equipment consisted of maps, plans, specifications, and project development programs.

2. In 1939 there was inaugurated a 3-months' course, optional for all clerical, stenographic, and custodial employees, on the social and economic background of the housing problem in the United States.

3. Various phases of the United States Housing Authority's work were decentralized and transferred to regional operation. This required a rather complete rearrangement of the organization, a reassignment of personnel, a complete revamping of operating procedures, and the processing of legal and other documents. This situation led to the establishment of a course of indefinite duration, which was intended to acquaint the responsible people in the organization with the problems arising from the change and to facilitate the transition. The course was utilized by some 600 employees.

4. In 1940, a 1-year apprenticeship course in the housing program was started. Eight apprentices are taking the course and of these, four were chosen from recent civil-service registers and the other four were chosen from among employees of the United States Housing Authority on the basis of a competitive examination.

Each apprentice is rotated from one work unit to another within the Authority and must submit periodic re-

ports. At the end of the apprenticeship program an examination, which determines the apprentice's future status, is given.

5. The training of stenographers and typists is accomplished by an extensive course covering English grammar, dictation, typewriting, ediphone, varityping, etc. The course was started in 1938 and all new employees receive a minimum of 10 hours training (old employees enter classes of their own volition).

6. A 1-month's course in clerico-administrative activities (mail operations, files, procurement, etc.) was established by the United States Housing Authority in 1939 to be used in training employees in Washington offices in these operations as bearing on the operations of regional offices, so that the newly established field offices could be rapidly and efficiently staffed.

Work Projects Administration

The Work Projects Administration engages in a number of activities which have direct or indirect educational bearing. The principal unit of the WPA concerned with direct educational activities is the Education Section of the Professional and Service Division, administered nationally by Mrs. Florence Kerr, Assistant WPA Commissioner. Other activities with indirect educational implications include the recreational, school lunch, library, writers, art and music projects and the construction projects concerned with the building of school and recreational facilities.

Education Section

The educational program of the WPA is the outgrowth of the Federal Emergency Relief Administration set up by Congress in 1933. Educational projects including general adult education, nursery schools, vocational education and rehabilitation were incorporated into the work relief program. This program is under the direction of Dr. Lewis R. Alderman.

This program is mainly directed to the providing of work for unemployed

teachers and others professionally trained in specific fields; the assisting of these teachers and others to regain permanent non-relief employment; the utilization of the services of these teachers in bringing educational opportunities to the men and women in the greatest need of them; the giving to small children in low-income families a better chance for a fair start in life through preschool education; and to cooperate wherever possible with other agencies in the task of national economic and social recovery through expansion of educational activities.

Taught to Read and Write

Within the period of the operation of the program, 1,300,000 people have been taught to read and write and 4,500,000 men and women have been helped in the improvement of their skill in the use of English, according to the WPA. At least 200,000 people a year, mostly unemployed, have been enrolled in vocational training classes. Education in homemaking, health, and in family life have been brought to more than 250,000 parents each year. The average total attendance at WPA classes each year for nearly 7 years has been 2,000,000.

Between forty and fifty thousand teachers a year have been employed on the program.

In-Service Training Programs

The WPA in addition to its Nationwide program provides numerous programs of in-service training. These are concerned not only with the administrative and project supervisory personnel but also with the employees on the numerous and widely scattered projects of the operating and service divisions. It is the policy of the WPA to make available its work programs to give instruction to employees engaged in its many projects, to teach methods and techniques of job performance within the scope of the occupations for which such employees are generally qualified and to which they are assigned. The responsibility for the development of instructional programs within the operating and service divisions is largely assigned to the several States.

The AVA at San Francisco

by Rall I. Grigsby, Consultant in Curriculum Problems, Vocational Education Division

★★★ Vocational Education for Preparedness, Protection, and Peace was the theme of the thirty-fourth annual convention of the American Vocational Association which recently met in San Francisco, Calif. Repeatedly emphasized by speakers in both general sessions and sectional meetings were the needs of the Nation for skilled workers and the responsibility of vocational schools and classes to give training to youth and adults for defense occupations. Lt. Col. Frank J. McSherry, administrative assistant, Labor Supply Division, Advisory Commission to Council of National Defense, told the convention: "We must not only be prepared to meet military aggression but we must be prepared to meet the economic aggression which would surely follow a totalitarian victory. This is the day when war is fought with machines and machines must be supplied by industry.

"According to the Secretary of Labor, there will be 5 or 6 million additional jobs open to workers during the next year . . . In addition military forces will withdraw from the labor market approximately 1 million men during the coming year."

Can the United States meet the demand for skilled workers? Colonel McSherry was conservatively optimistic upon this point. "Due to the restricted training programs carried on within industry for the development of skilled workmen during the last 10 years," he said "and due to immigration restrictions since the early twenties the total available supply of skilled workers in this country is materially smaller than it was in 1929." However, he pointed out that to meet a predicted Nation-wide shortage of skilled labor within the next 3 to 6 months, the Federal Government is contributing \$77,500,000 to meet the costs of defense-training programs in vocational schools

and engineering colleges. These programs have for their purpose: (1) To train unemployed youth and adults in the skills necessary to national defense production; (2) To prepare present workers for increasingly technical positions by continuing part-time skilled training.

"Tremendous strides have been made in vocational training in the past year," Colonel McSherry said, "but far greater and faster strides must be made in the coming year. At present we are counting on trade schools to meet the demand, though if necessary industrial plants themselves may have to take over some of the training program."

George F. Zook, president of the American Council on Education, also expressed confidence that American education can meet the problems of training for defense in the American way. "Confronted by the present international situation, American education can't be mobilized by the Federal Government in the same manner as industry and labor," he said. "But even if the international situation should become worse, there is every reason to believe that the confusion in the schools and colleges so evident in the World War would not be repeated. We have already given a demonstration this time of the fact that in the face of national need education, like other aspects of American democracy, can organize itself for effective work."

Plea for Equal Opportunity

A plea for equal opportunity for vocational training for the 2 million Americans who reach the age of 20 each year, was made by David Snedden, formerly of Teachers College, Columbia University. Describing these young adults as "the harried two-million," Dr. Snedden said that this coming of age is for the large majority of these young adults the most critical

time in their lives between birth and death. They must strive to become self-supporting and most of them will become intensively interested in prospects of marriage, he said.

"But in trying to find employment the great majority of these 2 million are without any special training. Only in some of America's largest cities are there any fairly good trade schools or schools for the clerical vocations.

"Under the simpler economic conditions of a generation or two ago large proportions of the young persons entering industry for the first time could get jobs as unskilled workers.

"But that is no longer true. The economic depression, of course, shut out millions. But the great changes taking place in manufacturing, mining, transport, merchandising, and other fields of work have done even more to block the roads of young adults to profitable employment.

"In spite of widespread beliefs to the contrary, untrained and unskilled workers are less in demand than ever before. The greatly mechanized, specialized, and speeded-up changes in economic production have everywhere, even in the agricultural, household, lumbering, and fishing industries, multiplied needs for mature or at least trained and experienced workers.

"The time has arrived when America should study vocational education as a problem in conservation—that is, the conservation of young persons from 18 years of age and upward in their early stages of economic independence and family building.

"The States of the Union, and to some extent the Federal Government, have already done much toward educational and health conservations of childhood and youth. But today's problem, resulting from changed economic conditions, is that of conserving the prospects of young adults who are

so likely to suffer disaster when seeking to find places in our confusing economic wildernesses.

Snedden's Solution

"To that end there seems to be only one solution. The States, with some national aid, should undertake to offer opportunities for effective vocational training to all young adults after 18 years of age."

Many citizens and some educators still believe that somehow vocational education should be given in our high schools. But that idea will have to be given up, and for several reasons. First, the pupils are too young to be effectively trained for most types of modern work. Second, there are too many unlike kinds of vocations to be trained for. And, third, the real businesses of high schools are cultural, civic, and health educations, not vocational educations.

The only general solution of the problem, then, is that our States shall establish specialized vocational schools, in many cases only one or a few to each State, for particular vocations.

These schools should admit as students no persons under 18 and for many vocations under 20."

Sectional Meetings

As usual sectional meetings were devoted to a discussion of the many different phases of work in agriculture, industry, business, home economics, industrial arts, part-time education, and vocational guidance. A few highlights only can be noted.

F. Theodore Struck, head of the department of industrial education, Penn State College, spoke on the Contribution of Industrial Arts to National Defense. Said Dr. Struck: "As a nation we stand upon the threshold of an era when we must strive cooperatively to replace unemployment with universal employment—an era when useful work habits of the democratic sort must be established as a means of protecting the freedoms we love and the homes we cherish. In all humility we point out that in developing work habits in youth, industrial arts teachers are rendering yoeman service to the cause of national defense. The ramparts we watch

are not so far from the schoolroom and the school laboratory as some folks think."

Nystrom Speaks

In the Business Education Section meeting, Paul H. Nystrom, professor of marketing at Columbia University and member of the Federal Advisory Board for Vocational Education, in discussing the topic, Essentials of Business Preparedness and Prosperity, predicted that ingenious controls of commodity prices by the Government will not be proof against the workings of natural laws of supply and demand. "When the point has been reached when the supply of any commodity at a given price is insufficient to meet the rising demand then, government or no government, prices will go up."

Vocational Guidance Section meetings were devoted to discussions of such topics as: State programs for vocational guidance; determine training needs and resulting proficiency of defense workers; occupational guidance; counseling procedures; placement of inexperienced workers.

"Future needs of an industrial program essential to democratic processes can be met only by an orderly and established apprenticeship system," the building trades subsection of the Industrial Education Section meeting was told by Archie J. Mooney, secretary of the California Apprenticeship Council. "Organized labor," said Mr. Mooney, "frequently is inclined to regard technical training of youth as the device of those who desire to force down wage rates by providing surpluses of theoretically trained but incompetent workers. And some employers," Mr. Mooney continued, "have looked upon technical schools as reservoirs from which they could draw without direct cost to themselves inexperienced though useful supplies of youthful labor." Mr. Mooney suggested that "although there is an emergency, we should not be swept off our feet by hysteria; there are legitimate ways of speeding up an apprenticeship program which meet both the immediate need and are for the lasting good of the Nation." Among many other topics discussed in section meetings of In-

dustrial Educators were: Vocational Education for National Defense; New Developments in Trade and Industrial Education for Women and Girls; Types of Vocational School Buildings and Equipment; Labor and Industrial Management; Objectives and Problems in Diversified Occupations Programs.

In the keynote speech of the Agricultural Education Section meetings, Henry F. Grady, Assistant Secretary of State, emphasized the economic perils of totalitarian aggression. "If Great Britain loses control of the seas and Germany controls continental Europe, Germany would apply its bilateral trade system to South America for the purpose of gaining economic domination there. And such domination means in any country the infiltration of the military, fifth columnists, the placing of Nazis in key posts. England must win the war to prevent this, and we must help her," said Dr. Grady. "We must help also the Latin-American countries by pursuing our good neighbor policy, which has proved itself effective and sound; and by lending money and consummating commodity agreements."

Topics discussed in Home Economics Section meetings included: The future of research in home economics education; homemaking education in the present situation; coordination of home economics organizations for family life education.

Humpherys Elected

In the concluding session of the thirty-fourth annual convention of the American Vocational Association, announcement was made of the election of L. R. Humpherys, teacher trainer, State Agricultural College, Logan, Utah, as president of the association for 1941. It was also announced that next year's convention will go to Boston, Mass., conditioned upon the usual inspection and approval of convention facilities by the executive officers.

Community Survey

The department of public instruction of Michigan has recently issued bulletin No. 3014, *Basic Community Survey*. The main purpose of the publication, it is explained, is to aid the local school in obtaining a complete and useful picture of the educational needs and resources of the community.

State Directors Meet

★★★ Training for the National Defense was the theme for discussion at the annual meeting of the National Association of State Directors of Vocational Education which preceded the annual convention of the National Association of State Directors. This meeting was attended by 9 executive officers of State boards for vocational education, 27 State directors of vocational education, and a number of State supervisors of various fields of vocational education.

Reports on Defense Training

Dr. J. C. Wright, Assistant Commissioner of Education, who called the meeting to order, presented a brief report of the progress of the defense-training program. He called particular attention to charts prepared by the U. S. Employment Service, Bureau of Employment Security, Social Security Board, showing the man-hour requirements for various types of skilled work in defense occupations in Boston, Los Angeles, and other cities in industries to which defense contracts had been awarded; the total defense contracts awarded in these cities; and the month in which the peak in man-hour requirements would probably be reached in each of these cities and occupations.

Dr. Wright was followed by L. S. Hawkins, Chief of the Trade and Industrial Education Service, U. S. Office of Education, who reviewed the growth in enrollment in the various types of defense-training courses provided for under Federal acts; explained that one-half of the enrollees had been recruited from four States—New Jersey, California, New York, and Pennsylvania; and called attention to the fact that 80 percent of the enrollments were confined to six courses—machine shop, welding, sheet metal work, aviation, drafting and blueprinting, and automotive mechanics. He discussed the question of providing aptitude tests in selecting for defense-training courses, those who could not offer previous em-

ployment experiences as a basis for acceptance as trainees; and indicated that as the program continued more individuals from the younger age groups, who are lacking in employment experience but who have definite aptitudes for the work, would be drawn into defense-training occupations. In support of this statement, Mr. Hawkins cited the fact that the bulk of those employed recently in the aircraft industry are workers under 24 years of age.

Mr. Hawkins directed attention further to statistics presented a few months ago by the U. S. Employment Service which showed that there were then on the rolls of the Service only 192,000 persons who have had experience in one or another of the 500 defense occupations listed by the Advisory Committee to the Council of National Defense. He interpreted these figures to mean that there will be a "tight" labor market within 6 months in the skilled occupations, especially in the machine trades.

A report showing the progress in the development of the training program for engineering specialists, provided under the Federal defense-training legislation, presented by Mr. Hawkins, showed that 250 of such courses had been approved in 64 engineering colleges in 35 States.

State Committees

The importance of organizing State and local advisory committees on which employees and employers have equal representation, in connection with defense programs, was emphasized by C. E. Rakestraw, consultant in employee-employer relations, U. S. Office of Education. Mr. Rakestraw recommended further that representatives of State employment offices, of the National Youth Administration, of State labor commissions, farmers, and members of other groups, be invited to sit in on advisory committees as consultants in matters of special concern to their groups.

Six categories of employment for

women in which training may be necessary in connection with the defense-training program as outlined in a series of conferences of representatives of the Women's Bureau, U. S. Department of Labor, the Advisory Commission of the Council of National Defense, and the U. S. Office of Education, were discussed by Edna P. Amidon, Chief of the Home Economics Education Service, U. S. Office of Education. These categories are: (1) Defense industries as such; (2) other expanding industries not now officially recognized as defense occupations; (3) auxiliary military, naval, and air services; (4) service occupations; (5) other community services; and (6) homemaking.

C. M. ARTHUR

Nutrition

(Concluded from page 165)

Nutrition can make a place for itself in any school program, once principals, teachers, and children see it as a practical learning experience which ties up closely with many activities of the school.

Recent Articles on Nutrition in the Elementary School Program

BOSLEY, BERTLYN. Nutrition—its importance to health. *Childhood education*, 16: 255-9, February 1940.

BOWERS, MILDRED. Utah serves lunch. *Nation's schools*, 24: 35-36, November 1939.

HESELTINE, MARJORIE M. The contributions of public health nutrition to school child health. *Journal of health and physical education*, 10: 142-3, 196, March 1939.

KNOWLES, LOIS. Paging the Pied Piper; how children in a laboratory school conducted their own scientific experiment. *Progressive education*, 16: 551-3, December 1939.

LATIMER, JEAN V. Is specificity of health instruction desirable? *Journal of health and physical education*, 10: 384-85, 428, September 1939.

ROSE, MARY SWARTZ, and BOSLEY, BERTLYN. A nutrition program. *Forecast for home economics*, 15: 322-23, 348, 356, 359, 367, September 1939.

TAYLOR, J. W., and staff. Inaugurating a county-wide nutrition program. *California journal of elementary education*, 8: 245-8, May 1940.

Collegiate Education of Negroes

by Ambrose Caliver, Senior Specialist in the Education of Negroes

★★★ The collegiate education of Negroes has made rapid progress during the past generation.

There are three important things which profoundly influenced their early collegiate education, and which should be kept in mind. First, the missionary spirit was dominant. Colleges for Negroes were conceived for the purpose of bringing enlightenment to the freedmen, and of assisting them in attaining the full stature of Christian manhood and womanhood. The northern churches, through ex-Army officers as their agents, established a majority of the colleges that were started soon after the close of the War between the States.

Second, it was patterned after the type of education provided in the New England classical colleges. This was another reason why the Negro colleges found difficulty in adapting their programs to the practical needs of the communities from which their students came and to which the majority of them returned.

Third, collegiate education was not in the beginning the primary business of the institutions, a majority of which evolved from elementary schools into high schools, then into normal schools, and finally into colleges.

Although many changes have taken place in the number, kind, type, finances, and quality of education of the institutions, traces of the influence of the three things mentioned above are still discernible.

Type and Kind of Institutions

According to the United States Office of Education *Educational Directory* and the *Handbook on Christian Higher Education*,¹ there are 118 institutions for Negroes offering one or more years of college work. These institutions are distributed as follows: Thirty-three publicly controlled and 52 privately

¹ Wickey, Gould, and Anderson, Ruth E., Ed. Christian Higher Education: A Handbook for 1940. Washington, Council of Church Boards of Education, 1940.

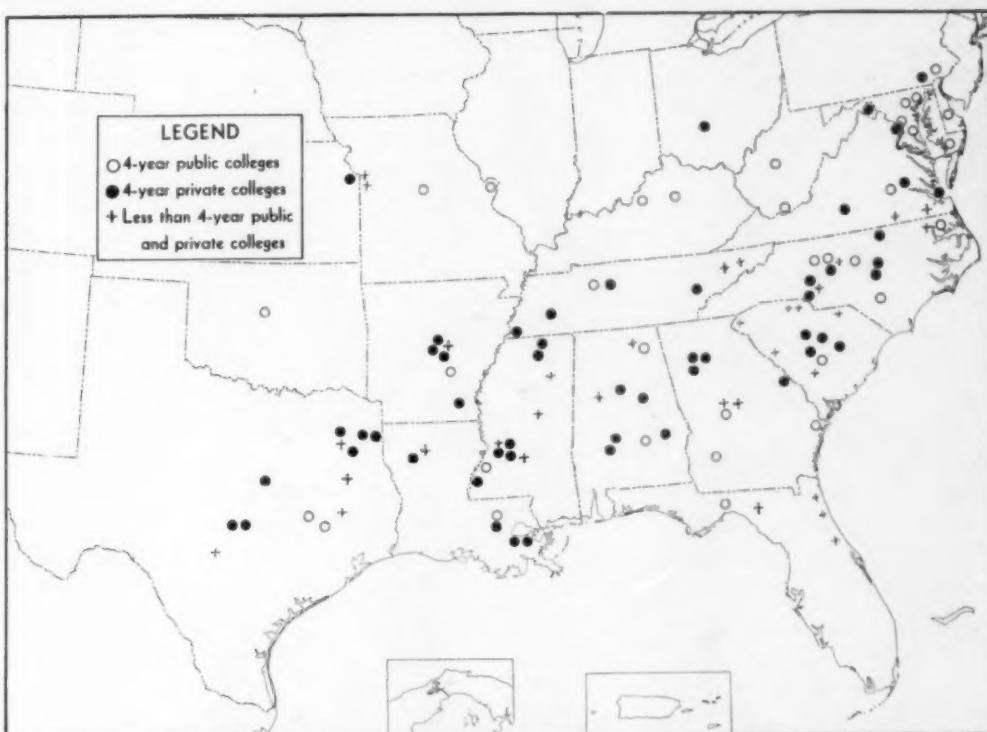


Chart I. Geographical distribution of 118 colleges for Negroes.

controlled 4-year colleges; and 3 publicly controlled and 30 privately controlled institutions offering less than 4 years of college work. The distribution of these institutions by States is shown in chart 1. If the location of the colleges is studied in relation to the distribution of the Negro population, it will be noted that in certain areas large numbers of Negroes are far removed from any college, while in certain other areas there is a concentration of colleges.

Colleges for Negroes, like colleges for other groups, tend to live in spite of the many financial, administrative, and educational difficulties through which they pass. However, in recent years there have been many changes in the type of control and kind of offerings among Negro colleges. Many have changed from denominational to independent boards of control, such as Atlanta, Fisk, and Howard Universities; others from private to public, such as Morgan College and Fort Valley Normal and Industrial Institute. Some institutions have

merged, such as Straight College and New Orleans University, which are now Dillard University; others have become affiliated, the outstanding example of which is the Atlanta University system. A large number of institutions like the State and municipal teachers' colleges have changed from junior colleges and normal schools to 4-year colleges; while a few have changed from 4-year colleges to junior colleges and from junior colleges to high schools, as Brick School and Palmer Memorial Institute. Some institutions whose dominant emphasis was on the liberal arts have changed to teacher-training institutions; others that stressed the liberal arts are now stressing vocational education; while some whose emphasis was vocational, shifted to the liberal arts; a few of these are shifting back to the vocational emphasis.

Students and Graduates

According to reports received by the Office of Education there were 38,373

students enrolled in the regular sessions of 96 Negro colleges in 1938. In 1918 only 2,181 such students were reported. Not only is the increase in enrollment significant, but the change in proportion of men and women is also significant. In 1918 Negro men constituted 60 percent of the total Negro college enrollment; in 1938, only 42 percent. The enrollment in Negro colleges constitutes 4.5 percent of the total Negro population 18 to 21 years of age (1930 census) in the States maintaining separate schools. The corresponding percentage for white students is 14 for the country as a whole.

According to data collected for 25 representative Negro colleges there has been slight change in the distribution of students among the different college classes during the past 9 years. In 1930, of the total enrollment in the 25 colleges indicated above, the freshmen constituted 43 percent; sophomores, 26; juniors, 16; and seniors, 15. The corresponding percentages for 1939 in the same colleges were: Freshmen, 40; sophomores, 25; juniors, 18; and seniors, 17.

In 20 publicly controlled colleges the secondary school enrollment for boys decreased 50 percent from 1910 to 1938, for girls, 60 percent. The elementary school enrollment in the same institutions increased 11 percent for boys and 31 percent for girls. In 19 of the larger privately controlled colleges the percentage decrease in the secondary school enrollment of boys and girls respectively was 80 and 71; in the elementary school enrollment, 70 and 63. The fact that the elementary school enrollment increased in the public colleges is probably due to the emphasis placed on opportunities for practice teaching in the States' teacher-training programs, with which the public colleges are closely connected.

While the increase in enrollments is significant in indicating trends in the collegiate education of Negroes, the increase in number of graduates is even more significant. Table 1 shows the estimated number of Negro college graduates for the years indicated. In 1918 there were 462 collegiate and professional graduates, whereas 20 years

later there were 4,462 during a single year.

The increase in Negro college graduates and the increase in the number of Negroes who have received higher degrees indicate an improvement in the preparation of the students entering college. This is to be expected, since there has been an increase in both the quantity and quality of elementary and secondary education provided potential Negro college students, as reported in two previous articles.² Another important trend may be noted in the changes that have occurred in the enrollments of the colleges as indicated in table 2. Here is shown the percentages of colleges with given enrollments for 1932 and 1939. The decrease in the number of small colleges is particularly to be noted.

TABLE 1.—*Estimated number of Negro college graduates by decades*

Decades:	Number of graduates
1820-29	3
1830-39	7
1840-49	12
1850-59	44
1870-79	313
1880-89	738
1900-09	1,613
1900-19	1,613
1910-19	2,861
1920-29	6,857
1930-39	16,500

NOTE.—Numbers of graduates from 1820 to 1919 were estimated by W. E. B. DuBois in the August 1922 issue of the *Crisis*. Estimates for 1920 to 1939 are based on data received by the United States Office of Education.

College Finances

The income for all purposes in 1938, of 96 institutions of higher learning for Negroes, amounted to \$14,679,712. Sixty-two private institutions had an income of \$8,511,725; and 34 public institutions, \$6,167,987. Table 3 shows the income from different sources for both types of institutions. All the Federal funds for private institutions, except about \$2,000, went to one institution.

In order to indicate trends, comparison of the income of Negro colleges for current purposes during 1938 with those

² Caliver, Ambrose. Elementary education of Negroes. *School Life*, 25: 243-44, 249, May 1940. Secondary schools for Negroes. *School Life*, 25: 308-09, 320, July 1940.

during 1910 was made for 20 publicly controlled and 18 privately controlled institutions. These institutions included a majority of the publicly controlled colleges and a representative sampling of the better and larger privately controlled colleges. The total income for current purposes in the publicly controlled institutions increased 502 percent from 1910 to 1938; for the privately controlled institutions the increase was 365 percent. The percentage increase of income from certain sources during the same period for publicly controlled and privately controlled colleges were, respectively: Student fees, 1,139 and 793.7; endowment earnings, 28.2 and 423.8; Federal funds, 161.2 and 298.7. Public institutions, which receive very little income from private gifts, had an increase of 722 percent from State and local funds during the period under discussion; and private institutions, which receive very little income from State and local funds, had an increase of 177 percent from private gifts. In 1910 certain private colleges served as the Negro land-grant colleges for the States in which they were located. In this capacity they received \$175,533 from Federal funds during that year.

In 1938 the value of buildings and grounds at 89 institutions reporting to the United States Office of Education amounted to \$56,258,964, and 85 institutions reported \$7,994,088.25 as the value of their equipment. These amounts are divided among the public and private institutions as follows: Buildings and grounds—29 public institutions, \$19,421,989; 60 private institutions, \$36,836,975; and equipment—29 public institutions, \$3,271,029.25; 56 private institutions, \$4,723,059.

Trends in these items are indicated by a comparison of their values in 1910 and 1938 in 20 public institutions and 18 private institutions. Between 1910 and 1938 the percentage increase in the value of buildings and grounds at public institutions was 694.4; at private institutions, 296.4. The percentage increase in the value of equipment for public institutions was 964.2; at private institutions, 526.6.

Outlook for Colleges

In times of social crisis such as the present, it is unwise to predict the future of any institution. In suggesting, therefore, what seems to be the outlook for Negro colleges, consideration is given to the uncertain conditions surrounding education in general, and the education of Negroes in particular. However, if the trends in the Negro colleges continue in the same direction toward which they are now headed, the following situations seem to be indicated:

1. Enrollments will continue to increase. Although they have increased over 500 percent during the past quarter of a century, there is now only 1 Negro college student in the United States (1938 estimate) to every 294 Negroes (1930 census); for white persons the corresponding ratio is 1 to 83; and, there is 1 Negro college student to every 25 Negroes in the United States 18 to 21 years of age, while the corresponding ratio for white persons is 1 to 7. Another fact which indicates that the Negro college enrollment is likely to continue to increase is the ratio of Negro high-school students to Negroes of high-school age. At present only 24 percent of the Negro youth 14 to 17 years of age are attending high school, while for the majority group the percentage is 60. As high schools and colleges are made available to Negroes, it is reasonable to expect an increase in Negro college enrollment.

2. Public support for the higher education of Negroes will continue to increase. This is indicated not only by increases in income for current expenses and capital outlay from public funds, as shown previously, but also by the number of States that have recently provided scholarship funds for Negroes to study certain courses that are not offered in the Negro public colleges of their States, in institutions of other States. Seven States have made such provision; namely, Tennessee, Virginia, Texas, Kentucky, Missouri, Maryland, and West Virginia. The latter four States provide scholarships for undergraduate as well as for graduate and professional study. Other States are now contemplating additional provisions for all kinds of higher education of Negroes under the stimulus of the Supreme Court decision in the case of *Gaines vs. University of Missouri*.³

³ *State of Missouri ex rel. v. Canada et al.*, 59 S. Ct. 232; Vol. 6, U. S. Law Week, p. 459 (Dec. 12, 1938).

TABLE 2.—Number and percentage of Negro colleges having given enrollments¹

Number of students	Colleges							
	Public				Private			
	1932		1939		1932		1939	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Under 100	6	17.1	2	5.7	38	51.3	15	22.4
100-249	12	34.3	7	20.0	17	23.0	19	28.4
250-499	10	28.6	10	28.6	15	20.3	26	38.8
500 and over	7	20.0	16	45.7	4	5.4	7	10.4
Total	35	100.0	35	100.0	74	100.0	67	100.0

¹ Data for 1932 taken from Higher Education of Negroes, by Fred McCuistion, Southern Association of Colleges and Secondary Schools.

3. Certain privately controlled institutions will receive greater financial support from private philanthropy. As these institutions show willingness better to adjust their programs to the needs of the communities they serve, and to increase their effectiveness through cooperative plans and the elimination of duplication of effort, they are more and more likely to receive such support. Examples of the kind of cooperation indicated above may be found in several institutions, including cooperation practiced among the institutions affiliated with Atlanta University; and between Allen University and Benedict College, Fisk University and Meharry Medical College, Bishop and Wiley Colleges, and Arkansas State and Philander Smith Colleges.

Another example which should be mentioned is the cooperative plan being worked out between Tuskegee Institute and Fisk University in providing graduate instruction in agriculture and the social sciences. Through the General Education Board, fellowships are provided for eight students who spend part of their time at Tuskegee studying the problems of agriculture and part at Fisk studying the problems of social science related to rural life. Their internship is practiced on a Farm Security Administration project, at the completion of which the master's degree is awarded by Fisk University. While this is a graduate program, it has definite suggestions for similar types of cooperation on the undergraduate level.

Problems To Be Met

Many of the teachers in Negro colleges today have received their undergraduate training in northern universities, and a considerable number have received higher degrees. However, be-

TABLE 3.—Income received from given sources by 62 private and 34 public Negro colleges, in 1938

Source	Income received by—	
	Private institutions	Public institutions
Student fees	Dollars	Dollars
1,610,204	689,551	
Endowment	1,655,713	25,282
Federal funds for current purposes	702,140	571,790
Federal funds for capital outlay	789,972	937,185
State and local funds for current purposes	419,357	2,550,120
State and local funds for capital outlay	33,500	1,311,519
Private gifts and grants for current purposes	1,705,563	27,903
Private gifts and grants for capital outlay	606,290	54,637
Private gifts and grants for increase of permanent funds	808,986	
Total	8,511,725	6,167,987

cause of the inadequate and limited elementary and secondary training of some, they find difficulty in achieving the type of scholarship demanded of teachers in the best colleges of the country. Also, many have too little interest in and understanding of the problems of their students; and they lack the discipline, the thoroughness, the appreciation of simplicity, and the Christian spirit possessed by the New England missionaries who founded the colleges and were the first teachers.

Another problem which Negro colleges face is a lack of commonly accepted educational objectives and basic principles of education. Without these the conduct of administrators and teachers is likely to be illogical and inconsistent; and their decisions, biased and unwise. Many of the difficulties would never arise, or if they did arise, would be easily settled, if everyone concerned had a common understanding of the general purposes of the institution, of the relationships of the

(Concluded on page 188)



THE VOCATIONAL SUMMARY



by C. M. ARTHUR, *Research Specialist, Vocational Division*

New Occupations—New Training

The job mobilization campaign carried on last year in Pennsylvania, under which educators, industrialists, business establishments, and professional and trade groups cooperated in placing more than 33,000 persons, served to focus attention on the need for training in a number of new types of occupations.

As a result of this campaign, which was explained in a recent issue of *SCHOOL LIFE*, and of the district occupational surveys provided for through State legislation, training courses have been set up during the year in a number of comparatively new occupations. Included in this list are the courses in lens grinding, watchmaking, interior decorating, power sewing for the shoemaking trades, hotel service, needle trade occupations, and foremen training.

Another result of the job mobilization project has been the awakened recognition on the part of both employers and workers of the place and function of vocational education in the public schools. According to reports from Pennsylvania, "employers who personally lacked acquaintance with classes of this type are now enthusiastic in urging approval of such courses in their home communities."

To continue job mobilization activities in Pennsylvania, a coordinating committee has been created, composed of one representative from the department of labor and industry, one from the State employment service, one from the public assistance department, and one from the department of public instruction.

They Do Things

An enviable record of activities and achievements is reported by the Presque Isle (Maine) Chapter, Future Farmers of America. The chapter owns and operates a large commercial incubator with a setting unit of 6,528-egg capacity and a separate hatching unit of 2,176-egg capacity. Chapter members operate this \$1,300 equipment and sell chicks under the direction of the local vocational agriculture teacher, George H. Barnes, and each boy's job in the operation of the incubator is carefully defined. Two years ago the chapter sold more than 14,000 chicks. Last year before chicks were hatched, they had orders for 9,500.

The chapter maintains a cooperative seed association which sells from 2 to 8 carloads of certified seed potatoes annually, a members' thrift bank, a loan fund, a library, and a basketball team, and stages several radio broadcasts each year. A workshop and chapter room owned by the chapter was constructed in the rear of the local high-school building. This \$4,000 structure was built by chapter members under the direction of their

vocational agriculture teacher, with their own hands and their own funds.

Particularly interesting are the devices adopted by this chapter to motivate member activities. For example, a chart containing the names of boys on specific chapter committees is hung on the chapter room wall, and record of achievement of each committee member is indicated on this chart from time to time.

Missouri Girls Exchange Views

To develop high-school pupil leadership and to strengthen the home project program carried on in connection with homemaking education in the State is the purpose of the student homemaking conferences started in Missouri last year.

For the purpose of carrying out these conferences, the State is divided into districts in which from four to six schools are located. The district divisions are determined by highway facilities and the mileage from one school to another. It is necessary in designating a district to make certain that it will be convenient for pupils or teachers in any one school to visit any other school within the district. The district boundaries are determined by home economics teachers at their State meetings in June. They also select the school at which the district planning meeting and the district home project conference are to be held.

Each homemaking teacher in a district, and one pupil representative from each of her classes in home economics selected by this pupil's classmates, attend the meeting at which the home conference is planned. At this meeting the home economics pupils select a theme for the program and complete all the arrangements for the conference—that is, they develop the program and determine who shall assume the various responsibilities.

All girls enrolled in home economics classes are urged to attend home project conferences. It is estimated that approximately three-fourths of all these students attend the conferences in the various districts. The teachers in each district assume full responsibility for district home project conferences. The vocational division of the State department of public schools publishes a bulletin which gives the date of each home project conference, the hostess school, and the schools located in each conference district.

The purpose of these conferences as set forth by the State vocational education division is: (1) To enable pupils who attend to exchange ideas with each other; (2) to give them experience in assisting in conducting the conference; (3) to give them a greater realization of the value of home proj-

ects; (4) to enable them to acquire a broader concept of the nature of worth-while home projects.

In the fiscal year 1939-40 home project conferences were held in 20 districts and were attended by approximately 4,000 girls. During the fall of 1940, 30 conferences were scheduled.

All for 10 Cents

Coordinators of evening classes for workers in the distributive occupations should make good use of business and technical experts and of teachers of high-school or college subjects in their respective communities. These individuals may be employed either as vocational teachers or teachers of related subjects in distributive education classes.

Specialists in advertising, credit management, business finance, accounting, insurance, transportation, commercial law, personnel management, merchandising, sales promotion, and many other kinds of business are to be found in every city.

Teachers of high-school or college subjects can be of invaluable assistance as teachers of related subjects in distributive education classes. Teachers of home economics are well informed about foods, their preparation and use, service qualities and care of home equipment, and similar technical information about everything used in the home. Teachers of bacteriology, chemistry, physics, and related subjects possess information needed by those who handle foods, operate refrigerating or electrical equipment, and engage in other activities common to the distributive occupations. Teachers of bookkeeping and accounting know much about general practices in their fields. Art teachers know the value of color, line, and harmony to those engaged in selling or in displaying goods in which color, line, and harmony are important factors. Teachers of shop or industrial subjects have a valuable knowledge of woodworking and other crafts needed by those who build displays for use in stores.

But there are other factors besides teachers of allied subjects which should be taken into consideration in planning and operating evening and other types of classes for distributive workers. Those responsible for, or interested in, training programs in distributive education, therefore, will be interested in *Vocational Division Bulletin No. 211, Distributive Education, Organization and Administration*, recently published by the U. S. Office of Education.

This publication may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., at a cost of 10 cents a copy.

Analysis of Enrollee Personnel

by Howard W. Oxley, Director of CCC Camp Education

★★★ An analysis of the junior enrollees of the Civilian Conservation Corps reveals certain facts which are significant in relation to the youth problem as a whole. But they are of greater significance in indicating the part which the corps must play during the present national defense emergency in training a large number of the young men of America.

For example, the conscription act provides for the drafting of men between the ages of 21 and 35 years into the military service for a year of military training. Moreover, it is commonly estimated that industry will absorb more than 4 million additional workers during the next year or two. What effect will these demands have upon enrollments in the Civilian Conservation Corps? What place should the corps occupy in relation to these other organizations? Such questions are answered partially by the fact that the work in which the CCC is engaged, the conservation of the country's natural resources, needs to be continued as a vital necessity even during the present emergency. But of equal importance is the fact that the corps is a training agency for thousands of young men who would not otherwise secure the benefits of any training.

The maximum enrolled strength of the CCC is 300,000 men, of whom approximately 270,000 are junior enrollees, the balance being war veterans and Indians. There are no CCC recruiting stations. During the past 7 years, the welfare agencies of the States and local communities have cooperated in selecting junior enrollees for the camps. On June 28, 1937, Congress enacted legislation providing for the continuation of the CCC with the definite purpose "of providing employment, as well as vocational training, for youthful citizens of the United States who are unemployed and in need of employment."



Enrollee teaches enrollee.

In interpreting the phrase, "unemployed and in need of employment," the State selecting agencies, with the approval of the Director of the corps, have been instructed to use the following definition:

Family Financial Status

"For the purpose of CCC selection the phrase 'unemployed and in need of employment' shall be understood to cover unmarried junior applicants otherwise qualified by age, citizenship, fitness, and character; not regularly in attendance at school; not possessing other regular or full-time employment, nor on temporary furloughs therefrom; who need the employment, the job training, the educational, and other opportunities offered by the Civilian Conservation Corps; and who themselves or whose families, due to financial limitations, are not in a position to secure or provide comparable experience or training." Among applicants who are

equally qualified, preference is given in order of financial need.

The CCC group is not a cross section of the average youth of America. Of the 319,130 men selected during the period October 1939 to July 1940, almost one-third (32.2 percent) were from families receiving Federal or State or local relief aid. About one-fourth were from families eligible for but not actually receiving such aid. An additional 38.2 percent were from families who were considered to be below an adequate standard of living. Only 4.9 percent had no needy dependents. On the other hand, as indicated in the following table, there has been a marked decrease during the period, October 1939 to July 1940, in the number of enrollees coming from families who actually receive or are eligible for relief aid. During October 1939, the figure was 61.4 percent as compared with 51.2 percent in July 1940.

It is clear, however, that the great

majority of the men come from families which are in financial distress, and as an underprivileged group they have great need for the employment, the training, the educational, and other opportunities available in the camps.

TABLE I.—Family financial status of juniors enrolled¹

Month	Oct. 1939	Jan. 1940	Apr. 1940	July 1940	Total, Oct. 1939 to July 1940
Number of Juniors enrolled	90,496	64,218	66,354	98,062	319,130
	Pct.	Pct.	Pct.	Pct.	Pct.
From families on relief	33.1	33.4	34.2	29.2	32.2
From families eligible for relief	28.3	24.7	23.8	22.0	24.7
From families below adequate living standard	34.5	37.3	37.7	42.7	38.2
Making deposits	4.1	4.6	4.3	6.1	4.9
Total	100.0	100.0	100.0	100.0	100.0

¹ All data quoted are based upon quarterly selection reports of the office of the Director, CCC.

The question as to whether the conscription act will have any noticeable effect on enrollments in the CCC is answered by the age of the men enrolled during the past year. Of the 319,130 enrollees, almost 9 out of 10 (87.6 percent) were in the age group 17 to 20 years, and would not be affected by the conscription act. It is to be observed in table II that the percentage of enrollees in the 17-year age group has increased from 30.1 percent in October 1939 to 38.5 percent in July 1940. It would appear that the corps is attracting an increasing number of younger men.

TABLE II.—Age distribution of juniors enrolled

Month	Oct. 1939	Jan. 1940	April 1940	July 1940	Total, Oct. 1939-July 1940
Number juniors enrolled	90,496	64,218	66,354	98,062	319,130
	Percent in each group	Percent in each group	Percent in each group	Percent in each group	Cumulative percent- age
17	30.1	34.0	36.5	38.5	34.8
18	27.9	25.6	25.7	25.9	26.4
19	17.9	16.5	15.7	14.9	16.3
20	10.7	10.4	10.0	9.5	10.1
21	7.4	7.4	6.8	6.1	6.9
22	4.7	4.7	4.1	4.0	4.3
23 and over	1.3	1.4	1.2	1.1	1.2
Total	100.0	100.0	100.0	100.0	100.0

More than two-thirds (67.8 percent) of the 319,130 young men enrolled during this period had never had a job, and an additional 10 percent had been

regularly employed for only 4 months or less. Moreover the percentage of men who had never been employed has been increasing regularly from 64.7 percent of those enrolled in October 1939 to 73.2 percent in July 1940.

Reference has been made to the fact that the current expansion of industry will create a demand for additional millions of workers. Employers will require, as they have in the past, that young people shall have acquired sound work habits and attitudes, skills, good health, and the ability to get along with their fellows. Because of its work program, the rugged outdoor life, the discipline, the group living, and the educational and training opportunities available in the camps, the corps is well fitted to inculcate such habits and attitudes.

TABLE III.—Length of regular paid employment prior to selection of juniors enrolled

Month	Oct. 1939	Jan. 1940	April 1940	July 1940	Total, Oct. 1939-July 1940
Number juniors enrolled	90,496	64,218	66,354	98,062	319,130
	Percent in each group	Percent in each group	Percent in each group	Percent in each group	Cumulative percent- age
Months employed					
Never employed	64.7	63.5	68.2	73.2	67.8
Less than 4 months	10.6	11.9	10.0	8.1	10.0
4 to 7 months	7.8	8.8	8.0	6.5	7.6
8 to 11 months	3.7	3.8	3.5	3.5	3.6
12 to 15 months	3.5	3.3	3.1	2.7	3.2
More than 16 months	6.4	6.6	5.6	5.0	5.8
Not specified	3.3	2.1	1.6	1.0	2.0
Total	100.0	100.0	100.0	100.0	100.0

Almost one-third (32.4 percent) of the 319,130 juniors had never completed the eighth grade prior to their selection. Some 21.1 percent had completed grade school but had not entered high school. About one-third (33.9 percent) had had from 1 to 3 years of high school, 11.6 percent had completed high school, and only 0.6 percent had entered college. There has been a slight increase in the percentage of men on the high-school and college level, from 44.8 percent in October 1939 to 47.5 percent in July 1940.

Again, the implications of these facts in the education and training of CCC enrollees is clear. The great majority of employees demand at least elementary school graduation as a basic requirement for employment. Likewise this is commonly regarded as a basic re-

quirement for effective citizenship in a democracy. The CCC has recognized this need for training in the elementary subjects, and educational opportunities are made available to the enrollees during their leisure time. Similar opportunities are provided for men on the high-school and college level who desire to advance their academic training.

In summary it may be said that the junior enrollees of the corps are a unique group of young men requiring a special type of training which has gradually developed in the camps. About 95 percent are from underprivileged families; 87.6 percent are in the age group 17 to 20 years; 77.8 percent have never been employed or have had a job for 4 months or less; 32.4 percent have never completed grade school. Many of them are in poor health, mentally as well as physically. The CCC is fitting its members for democratic citizenship whether their duties as citizens may require them to serve in the military service or in normal peacetime employment in private industry.

Collegiate Education

(Concluded from page 185)

specific to the general purposes, and of the fundamental principles to be followed in achieving them. Whatever may be the size, rating, and financial standing of an institution, if it is lacking in broad objectives and sound principles it cannot have the scholarly atmosphere, the spirit of integrity, nor the morale that are necessary to the most effective educational effort.

The future of collegiate education of Negroes in the United States depends not only on the number of colleges, their endowments, and the academic training of their faculties, but also on the character of the administrators and teachers; the extent to which they remedy their deficiencies; and the extent to which they realize the importance of definite objectives and guiding principles in the operation of their administrative and educational programs.

NOTE.—Many of the data in this article were compiled by T. E. Davis, Margaret J. S. Carr, and Maude Farr, of the U. S. Office of Education staff.

New Government Aids FOR TEACHERS

by MARGARET F. RYAN, *Editorial Assistant*



FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C. enclosing remittance (check or money order) at time of ordering

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

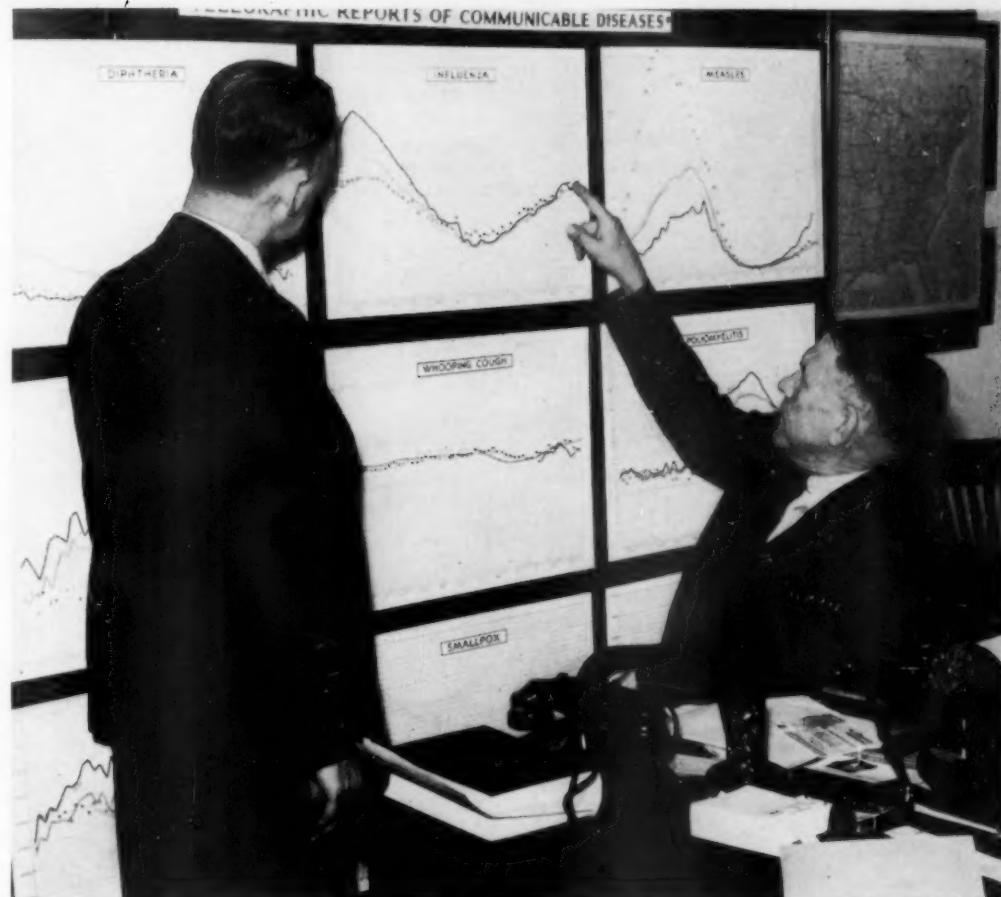
- Activities of the National Institute of Health and of the following divisions of the U. S. Public Health Service: Foreign and Insular Quarantine, Domestic Quarantine, Sanitary Reports and Statistics (see illustration), Marine Hospitals and Relief, Venereal Diseases, Mental Hygiene, and Personnel and Accounts, are set forth in *The Work of the U. S. Public Health Service* (Supplement No. 152 to the Public Health Reports). Price, 15 cents.

- The defense program, calling for speed, quality, and quantity of production, can be attained and maintained over an extended period, according to the Women's Bureau, only when working conditions leading to fatigue, discomfort, ill health, or accident are eliminated. Factors which have been found of utmost importance in a program aimed to secure successful production in part through the employment of women workers may be found in Special Bulletin No. 1, of the Women's Bureau entitled *Effective Industrial Use of Women in the Defense Program*. 10 cents.

- The mining, milling, smelting, and refining of nickel, one of the important metals used in making alloy steel, is described by word and picture in a new 16-millimeter sound film prepared by the Bureau of Mines in co-operation with an industrial concern.

Copies of the film are available for exhibition by schools, churches, colleges, civic and business organizations, and others interested. Applications for the film should be addressed to the Bureau of Mines Experiment Station, 4800 Forbes Street, Pittsburgh, Pa. No charge is made for the use of the film, although the exhibitor is expected to pay the transportation charges.

- Revisions of the following free price lists of Government publications are available upon request: Engineering and Surveying—Leveling, triangulation, geodesy, earthquakes, tides, terrestrial magnetism, No. 18; Labor—Child labor, women workers, employment, wages, workmen's insurance, and compensation, No. 33; Agricultural Chemistry and Soils and Fertilizers, No. 46; Immigration—Naturalization, citizenship, aliens, races, No. 67; Farm Management—Farm accounts, farm relief, marketing, farm homes, agricultural statistics, No. 68.



Courtesy, U. S. Public Health Service.

U. S. Public Health Service at work.

- That most wool growers, especially those with small flocks, need to have more definite information on the grade of wool they have to sell and its value, is the opinion of the author of Farmers' Bulletin No. 1805 *Grading Wool*. Information on the subject is given so that growers interested may improve their position when they are ready to sell their wool and ways are suggested for handling the wool so that its quality will be maintained through the shearing and the preparation of the fleece. 5 cents.
- Conservation of the Medically Handicapped Child*, *The Family Physician Cooperates With the Health Department*, *Home Saving Through Housekeeper Service*, and *Child-Labor Standards and Defense Contracts* are the titles of the major articles appearing in the October issue of *The Child*, monthly publication of the Children's Bureau. Annual subscription, \$1; single copies, 10 cents.
- Teaching of Social Medicine in Colleges and Universities* and *Accidents in the Urban Home as Recorded in the National Health Survey* are the titles of two articles appearing in the No. 45 issue of *Public Health Reports*. 5 cents.
- If more printed facts appeared on labels of ready-made dresses and slips, manufacturers as well as consumers would benefit and there would be fewer complaints and returns to retail stores. In Farmers' Bulletin 1851, *Women's Dresses and Slips—A Buying Guide* (5 cents), the fabric, size and fit, cut, seams and stitching, hems and finishes, and fastening and trims of dresses as well as the style and fit and workmanship of costume slips are considered.

EDUCATIONAL NEWS



In Public Schools

Democracy in Action

"Civic values of high-school clubs and student organizations," says *Better Teaching*, a publication of the Cincinnati public schools, "were stressed in statements given by high-school pupils in a radio broadcast, Station WSAI, December 11."

A representative of the Walnut Hills High School speaking of student councils said: "The student council at Walnut Hills High School is an excellent illustration of democracy in action. For this reason, the pupils at Walnut Hills have come to have a strong feeling for democracy and what it stands for, not merely by reading of it from civic books as their parents did, but far more important, by actually making use of the rights and prerogatives which are the proud possessions of all Americans in their school life. The student government at Walnut Hills is modeled after the type of government we find in the Federal, State, and local governments of our country, as far as is practical in school life."

Art Workshop

"In an old portable at Seward School (Seattle, Wash.) upon any Wednesday, Thursday, or Friday evening," says *The Seattle Educational Bulletin*, "may be found a group of people absorbed in creating something with their hands. Some may be carving wood, others modeling clay, or working with solder and shears at copper. The people working there are not art teachers, however; they are social studies, or science, or primary teachers. Art people are on hand to show newcomers how to use the materials, to get them started and help them over the humps."

School Plant Surveys

"Several members of the Wisconsin State Department of Public Instruction," according to *Wisconsin Journal of Education*, "are engaged in school plant surveys of Eau Claire and Prairie du Chien. This service is being called for more and more, due to the fact that school authorities are appreciating the need for careful, unbiased investigations as a basis for school

plant extensions or changes. The 'hand to mouth' feature of many past programs is showing up as undesirable, to say the least, when the results are measured by the present and its standards. Long-range planning is now a feature of all progressive school administrations, even though the future is not an open book to anyone. At the same time school authorities need not work in the dark, or by 'guess'—a careful study not hampered by local opinions or individual desires is indicated where future changes in the school plant are contemplated or made necessary. The department may be called upon in such instances as a part of its service policy."

School Expenditures

"An analysis of the total costs of the 6,466 public-school districts in Michigan," according to *News of the Week*, a publication recently issued by the department of public instruction of that State, "is contained in a recent bulletin prepared by C. L. Taylor, director of the finance division of that department. The data are for the school year 1938-39 and are taken from the annual reports submitted to the department.

"The total budget expenditures of the local public-school districts, including debt service and capital outlay, are shown to be \$100,099,350. In addition, the bulletin contains:

"The number of school districts of different types; the average salary paid school board members; the number of teachers; the average salary paid teachers; the average enrollment based on average membership; the total averages for all districts; an analysis of school costs for all districts by type of activity including per pupil costs and percentage spent for each activity; an analysis of school costs for each classification based on population by type of activity including per pupil costs and percentage spent for each type of activity."

School Levies and Bond Proposals

"Ohio taxpayers are ready to support current operations of their schools but look with less favor on plant expansions," according to a report of Dr. Thomas C. Holz, of the bureau of educational research, Ohio State University, following a study of the year's election returns.

"In cities only four of nine proposed bond issues received the necessary 65 percent of the vote, and in county districts only 33 of 63 proposals were approved. Only one bond issue proposal was submitted in exempted villages, and this was approved.

"The vote on special levies, most of them renewals of taxes already in effect, tells a different story. In cities 29 of the 31 proposed levies were approved. Exempted village voters approved 21 of their 22 proposals, and county districts passed 213 or 88 percent of the 240 special-levy proposals. This is the highest percentage of special levies passed in the county school districts during the period of 1928 to 1940."

Series of Conferences

"A series of 15 conferences," according to the December issue of the *Journal of Arkansas Education*, "is being held in various parts of the State by C. S. Blackburn, assistant elementary and high-school supervisor, and H. R. Pyle, budget director. Typical of the meetings was that held recently in Perry County where the 7 small accredited high schools were visited and then a 2-hour night meeting was held with 23 directors and school officials present. Mr. Pyle spoke on Budgeting and Accounting and Mr. Blackburn spoke on The Functions and Relations of the High School and Regulations Pertaining to the High School."

Safety Bulletin

"The Department of Public Instruction of Iowa," according to *Educational Bulletin* issued in December 1940 by that department, "has recently released its new safety bulletin entitled *Instructional Units in Safety for Elementary Grades and Junior High Schools*. This new publication is an attractive 120-page manual which has been prepared by a committee of Iowa teachers and school administrators under the direction of the State Superintendent. The 10 instructional units included in this bulletin cover major areas of safety which are taught at the elementary and junior high school level."

W. S. DEFFENBAUGH

JUST OFF THE PRESS: Bulletin 1940 No. 5, *Bibliography of Research Studies in Education*. Price 35 cents—from the Superintendent of Documents, Washington, D. C.



In Colleges

Bryan Prize Renewed

William Jennings Bryan will help arouse Ohio State University students this winter to a better understanding of The Principles Which Underlie Our Form of Government.

A prize of \$75 will be awarded at the June commencement for the best essay on that subject submitted by a student who will graduate in 1941 or a graduate student who is an alumnus of Ohio State University.

In 1898 "the great commoner" gave Ohio State University \$250, with the provision that the income should be used as a prize for the best essay on the stipulated subject.

In the early years the prize was not large enough to attract a satisfactory competition, so the contest has been held infrequently over the past 40 years. Interest has increased the principal from \$250 to \$2,100. No award has been made since 1925.

Believing that the subject is more timely than ever, the department of history announces a renewal of the competition. Manuscripts must be in the hands of that department by April 1, and a committee will select the winner.

Trees Make Education Possible

A gift of timberland from the State of New Hampshire 133 years ago makes a college education at Dartmouth possible today for a number of needy students from the State. Timber cut by the college on the 27,000-acre grant at the northern tip of New Hampshire has built up a substantial fund over the years, financing among other scholarships the New Hampshire regionals of \$500 each which go to two outstanding freshmen each fall to be continued through 4 years of college.

Cognizant of Dartmouth's usefulness to the State, the New Hampshire State Legislature in 1807 presented the college with 27,000 acres of woodland in Coos County to give "countenance and encouragement to the laudable institution." In accordance with the practice of the period to get income from grants of land, Dartmouth tried leasing 100-acre lots to settlers, but the experiment was a failure. The failure was fortunate, as it turned out, for timber cuttings have produced funds many times the value of the land.

Lumbering operations from time to time culminated in a substantial cut of spruce and fir in the period from

1920 to 1929. Proceeds from the cuttings were placed in the second college grant reserve fund, which now provides annually for scholarships and other needs of the college. This year axes are again ringing over the ice-stilled waters of the diamond rivers, and hardwoods are crashing into piles so that more New Hampshire boys may search for learning "in Dartmouth's classic halls."

Dedication of Hall for Scientific Research

On January 3, 1941, in the presence of distinguished scientists and educators, the new Hancock Hall of the Allan Hancock Foundation for scientific Research was dedicated on the campus of the University of Southern California, Los Angeles.

The new \$1,000,000 building will serve as a West Coast center for scientific research in the fields of zoology and botany. It is the gift of Dr. Allan Hancock, president of the board of trustees of the university.

A block in length, the new structure provides space for over 100 research laboratories. Six levels of steel and concrete stacks offer controlled humid storage for the specimens. In addition to two auditoriums, it has a modern radio broadcasting studio as well as X-ray and photographic rooms.

The exhibits feature the many strange specimens gathered from distant lands. Sound films, taken in color, illustrate the habitat of equatorial animals and fish as well as the native life of primitive tribes.

New Community Planning Course

Seven departments in the three colleges at the University of New Hampshire are cooperating in the new community planning course being offered this year to students for the first time. The new course is designed to acquaint students with planning problems and to introduce undergraduates to specialized training.

The course, which is one semester in length, is open to junior, senior, and graduate students, but it is not intended as a complete course of training in planning. It is rather a survey, touching on all phases of the work so that students will have a general idea of planning.

Outlined in the course are: Types of planning; its needs from the standpoints of sociology, economics, and government; housing; landscaping; recreational facilities; public utilities; and administration. Not all work is done by lecture; a large number of field trips are included. Earlier in the sea-

son, students visited the State capital and saw the State planning and Development commission in actual operation.

Better Grades

Women students did better than men in earning good grades at the University of Michigan in the school year, 1939-40, according to a report recently made public by Registrar Ira M. Smith.

The average grades of all women students enrolled in the university last year on a grade point basis was 2.57, while all men averaged 2.48. These figures are based on a scale of four points for an A grade, three points for a B, two points for a C, one point for a D, and no points for an E.

WALTON C. JOHN



In Libraries

Cost Accounting Study

In the annual report for the fiscal year ending June 30, 1940, the librarian of the United States Department of Agriculture notes the cost-accounting study made of library operations. This project was occasioned by the need of precise financial data on which to base a transfer of funds so that the library could be remunerated for services rendered one of the bureaus. The study was also necessitated by the new requirement of the Office of Budget and Finance of the Department of Agriculture regarding the presentation of estimates. Quoting the budget officer, the report states: "The essential purpose of this kind of data is to relate expenditures to services performed or results achieved and thus provide an opportunity for an intelligent and informed review of the expenditure proposals."

Honor of Former Student

At the New Mexico State College, the Sarabia Memorial Library of Latin American History and Literature was recently dedicated. This library was established in honor of a former student, Francisco Sarabia, the Mexican aviator who lost his life when his plane plunged into the Potomac while he was making a good will tour through the United States.

The collection consists of books contributed by the governments, various organizations, and individuals of the Latin-American countries and the United States, and plans are under way

to build up this project in the interest of better cultural relations among the American republics.

Readers' Advisers

At the Lubbock Senior High School in Texas, Mrs. R. T. Groves, librarian, has found that enlisting students as readers' advisers is an effective way of getting other students to use the library. Readers' notes made by the students, especially the readers on the football team, are collected and filed for the benefit of other students. Generally, these comments and recommendations have more weight with the students than do professional comments.

A library club of 20 members aids the librarian in making personal contact with the 1,300 students at the Lubbock High School. In addition to working an hour a day in the school library, each member attends the club meetings which are held twice a month to discuss new books, periodical articles, and facts discovered about bibliographic tools. The group also undertakes publicity for the library through the medium of the school newspaper, displays, and book reviews before classes and guidance groups.

Puerto Rico Report

The commissioner of education for Puerto Rico, José M. Gallardo, in his annual report for 1939-40 states:

"There were 80 libraries organized in the different schools, with 105,888 books. In the sense here used, a library is a collection of books in a separate room with an index and general catalogue and a librarian in charge, rendering a service throughout the school day."

The commissioner also makes special mention of Muñoz Rivera Park, where "in order to teach children the usefulness of a library, one was set up and operated . . . as a part of the activities of 'Improvement of Family Life Week.'" Among the financial recommendations is included: "The extension of library facilities to consolidated schools in the rural areas is a necessary measure if we are to provide material of a dynamic nature to the school children in those areas."

Students' Building

The *Alumni Magazine* of Washington and Lee University in a recent issue describes the new library building which has just opened to the students. With the old library building used as a central core unit, a new structure has been erected which is fireproof and doubles the former capacity. As stated

by the librarian, Foster Mohrhardt: "No attempt was made to plan a building that would be experimental or revolutionary . . . We decided to plan a building that would primarily be a students' building. This means that we not only had the students in mind when we made our general plans, but we also gave them precedence over the faculty and the library staff in all the details. It seems to us that our ultimate building gives adequate facilities for the students, the faculty, and the library staff."

Statement of Policy

The American Library Association Council has recently approved the following statement of policy for libraries in 1941:

"The American Library Association believes it is the privilege and duty of every library and library agency in North America to make its books and services contribute in all possible ways to the preservation and improvement of the democratic way of life. . . .

"Libraries must help the unskilled, unemployed man preparing himself to hold a job in an essential industry; the skilled worker preparing himself for greater responsibility; the engineer re-educating himself for defense activities; the designers of airplanes, motors, tanks, guns and ships; the research workers in science and industry; the farm worker who must adjust himself to new economic conditions."

Dangers to Democracy

To meet the need for a "list of readings which would clarify and emphasize the nature of forces which threaten democracy in America," the American Library Association has just issued *Dangers to Democracy*. In this compilation the references are annotated and are grouped under two main headings, *Dangers From Without* and *Dangers from Within*, each with useful subdivisions such as *Dangers From the Ideas of Tyrants*, *Dangers from Unemployment*, *Dangers From Frustrated Youth*, and similar headings. Fifteen libraries cooperated with the association in suggesting books, pamphlets and articles for inclusion.

RALPH M. DUNBAR

In Other Government Agencies



Fish and Wildlife Service

Six new scientific laboratories providing increased facilities for future

fisheries research bring to 11 the number of such scientific establishments maintained by the Fish and Wildlife Service of the Interior Department.

The laboratory recently completed at College Park, Md., was set up primarily to make a study of fishery by-products, to consider technological methods as applied to food values, and to improve processes of capture and manufacture. A laboratory at Ketchikan, Alaska, will be established for purely technological research on fishery products; and a third technological laboratory is under construction at Mayaguez, Puerto Rico.

Among the new biological laboratories is the *Albatross III*, a vessel constituting a floating laboratory, the staff of which will study variations in supply of commercial fishes and their migration habits. The second of the new biological laboratories is at little Port Walter, Alaska, where biological studies of natural production and variation in the abundance of salmon and herring resources of southeastern Alaska will be made; and the third, located at Milford, Conn., is for the investigation into the methods of cultivation and utilization of marine seafood—particularly oysters and other shellfish.

National Youth Administration

State-wide health projects have been approved in 20 States as part of the National Youth Administration's new \$2,500,000 health program, according to information received from NYA headquarters.

Efforts to carry out the program will be exerted toward the following three objectives:

1. Physical appraisal by means of a technically competent health examination of every youth assigned to the NYA out-of-school program.

2. Correction of health defects through maximum utilization of community resources, through the use of supplementary medical and dental services where possible, and through developing in the youth an interest in improving their health by their own personal efforts.

3. Improved technical advice and assistance with respect to all NYA efforts having a direct and immediate bearing on the health of workers, such as nutrition, sanitation, physical development, and recreation.

The plan is being carried out in cooperation with the United States Public Health Service, State health departments, and private physicians throughout the country.

MARGARET F. RYAN